



# ARKANSAS DEPARTMENT OF EDUCATION

LEA APPLICATION FOR  
SCHOOL IMPROVEMENT GRANT FUNDS  
TITLE I, SECTION 1003(g)

LEA APPLICATION FOR  
SCHOOL IMPROVEMENT GRANT FUNDS  
SIG ARRA 1003(g)

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Little Rock School District – McClellan Magnet High School	
Mailing Address (Street, P.O. Box, City/Zip) 810 West Markham	Starting Date 2012
Name, title and phone number of authorized contact person: Linda Young, Director – Grants and Program Development 501.447.3372	Ending Date 2015
Amount of funds requested: \$4,302,960.00	Number of schools to be served: 1

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct. The applicant designated below hereby applies for a subgrant of Federal funds to provide instructional activities and services as set forth in this application. The local board has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on May 10, 2012.

Signature:  
Superintendent of Schools AND  
Signature:  
School Board President

Date:  
  
Date:

ADE USE ONLY	
Date Received: _____	Obligation Amount: _____
Reviewer Signature: _____	Approval Date: _____
Reviewer Signature: _____	Approval Date: _____

## SCHOOL IMPROVEMENT GRANTS

### Purpose of Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the Federal Register on October 28, 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring. Title I secondary schools in improvement, corrective action or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have has a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools. An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identifies as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools "newly eligible" Tier III schools). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

### Availability of Funds

FY 2011 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2015.

### State and LEA Allocations

Each state (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2011 school improvement funds in proportion to the funds received in FY 2011 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements. The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

### Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business. Civil rights, and community leaders that have a interest in its application.

#### FY 2011 SUBMISSION INFORMATION

**Electronic Submission:**

The ADE will only accept an LEA's 2011 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The LEA should submit its 2011 application to the following address:

[jayne.green@arkansas.gov](mailto:jayne.green@arkansas.gov)

In addition, the LEA must submit a paper copy of page 2 signed by the LEA's superintendent and school board president to :

Jayne Green  
Four Capitol Mall, Box 26  
Little Rock, AR 72201

**Application Deadline:**

Applications are due on or before May 18, 2012

**For Further Information:**

If you have any questions, please contact Jayne Green at (501) 682-2395 or by email at [jayne.green@arkansas.gov](mailto:jayne.green@arkansas.gov) .

## SECTION A, Part 2: Schools to be Served

**A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

Using the list of Tier I, II and III schools provided by ADE, complete the information below, for all Tier I, II and III schools the LEA will serve. The Intervention Model must be based on the "School Needs Assessment" data.

Prior to selecting an Intervention Model, the LEA must complete all parts of section B.

SCHOOL NAME	NCES ID#	Grade Span	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
						Turnaround	Restart	Closure	Transformation
McClellan Magnet High School	050900001390	9-12	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If an LEA is not applying to serve all Tier I schools it will need to explain why it lacks the capacity to serve these schools.

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

## SECTION B, PART 1:

### B. DESCRIPTIVE INFORMATION: Needs Assessment

Prior to selecting an Intervention Model, the LEA must complete all parts of section B.

Complete steps 1 and 2, Develop a Profile of the School's Context and Performance. Please develop a profile for each school to be served. (Items in this section have been adapted from Selecting the Intervention Model and Partners/Providers for a Low-Achieving School A Decision-Making and Planning Tool for the Local Education Agency, Center on Innovation & Improvement.)

#### Step 1 - Develop a Profile of the School's Context

Name of School: McClellan High School

LEA #: 6001064

#### Context

1. Grade levels (e.g., 9-12): 9-12
2. Total Enrollment: 819
3. % Free/Reduced Lunch: 85.23%
4. % Special Education Students: 16.48%
5. % English Language Learners: 4.15%
6. Home Languages of English Language Learners (list up to 3 most frequent):
  - 1.Spanish
  - 2.Acerian – Middle Eastern
  - 3.
7. Briefly describe the school's catchment or enrollment area (neighborhoods, communities served):

Located at 9417 Geyer Springs Rd, Little Rock, Arkansas, McClellan Magnet High School serves students in grades 9 – 12 from across the city. McClellan is the located in Southwest Little Rock. This portion of the city has a history that has gone from a stable middle class environment to a gang riddled, high crime, and high poverty urban area.

Through a renewed commitment to reclaiming their community, Southwest families, business owners, and city entities are taking back their community. Although still considered an urban community, crime and unemployment have decreased slightly over the recent years.

8. List the feeder schools and/or recipient schools that supply or receive most of this school's students:

School	Grade Span		School	Grade Span
Cloverdale Middle School	6-8			
Dunbar Middle School	6-8			
Pulaski Heights Middle School	6-8			
Other				

9. Briefly describe the background and core competencies of the school's current key administrators and indicate the number of years they have held the position and the number of years they have been employed in the school and LEA.

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Clausey Myton, Interim Principal	AS, BS, M. Ed—Business Administration, Secondary Social Studies 5-12, Curriculum Specialist K-12, Secondary Principal 5-12, Administrator K-	1	4	6
Donna Duer, Assistant Principal	BA, MA—Spanish, German, Secondary Principal 5-12	24	8	31
Emma Nowden, Assistant Principal	BA, MA, Ed.S—English/Drama/Speech Secondary, K-12 Reading, Educational Leadership, 5-12	8	3	23
Frank Williams, Assistant Principal	BA, MA, M. Ed—K-12 Administration, 6-8 Math/Science	2	1	9

10. Describe how administrators are evaluated. By whom? How frequently? What is the process?

In 2005, the Little Rock School District revised its current evaluation instrument and processes for school administrators to reflect a more current and accountable system that focused more on student achievement and student learning. The LRSD Task Force to Revise the Evaluation of Principals was enacted and charged with this task to revise the evaluation system. The Task Force was comprised of principals and assistant principals from our districts, university personnel, community and business representatives, and the appropriate central office personnel. In addition, a Review Committee critiqued and offered recommendations to the improvement of the final draft.

In accordance with the Arkansas Department of Education Administrator Licensure Standards and the Educational Leadership Consortium Council Standards for Advanced Programs in Educational Leadership, the evaluation system developed to evaluate LRSD principals and assistant principals is grounded on six state and national standards: Organizational Leadership, Instructional Leadership, Management Leadership, Community Partnership Leadership, Ethical Leadership and Environmental Context Leadership. Each standard is further defined by specific performance indicators and rubrics that clearly establish the expected behavior for each indicator. There are 27 performance indicators within the six standards.

Using a differentiated model of evaluation, principals and assistant principals are evaluated yearly on all six standards and corresponding performance indicators. Our current evaluation system places tenured administrators into a three-year cycle, where a more in-depth and formal evaluation of their achievement is assessed. During the administrator's cycle year, the principal participates in a pre-post conference with his/her respective Associate Superintendent who is the evaluator. The Associate Superintendent schedules and conducts a mid-year conference with the principal, where a review of the evidence and progress on the six standards and indicators is reviewed at that time. At a later juncture in the year, the Associate Superintendent conducts a summative evaluation to review the final achievement on the six standards and indicators.

Throughout the year, the respective Associate Superintendent conducts unannounced focus walks in all schools but with specific concentration on the schools of the principals to be formally evaluated during the cycle year.

During the non-cycle evaluation year, administrators complete a Professional Growth Plan and must produce documentation that shows their progress on any identified standard and performance indicators during informal drop-ins at the building-level or as requested by the respective Associate Superintendent. Non-tenured administrators (with 3 or less years) are evaluated yearly on all six standards for three consecutive years until tenured status is achieved. During this time, these administrators are evaluated yearly with a pre-conference, mid-year conference, and a summative conference to include a final/summative evaluation.



All administrators are required to develop and submit a Professional Growth Plan that aligns with the immediate and identified needs of their schools via school improvement. Principals share their evidence of progress and accomplishment at the mid-year and at the summative conference. In addition, any principal of a school designated in the State's Improvement Designation is required to complete a full evaluation process to include a pre-conference, mid-year conference, and a summative evaluation.

When administrators are unable to meet the standards and the related indicators, they are placed in an intensive phase of assistance where an Individual Improvement Plan is developed. This plan documents the intended efforts and strategies to address any specific performance indicator(s) that needs to be improved upon by the administrator. The respective Associate Superintendent and the administrator will jointly develop the plan and identify a timeline for completion, strategies to be implemented, and resources to be used.

The Little Rock School District Principal Summative Evaluative Handbook and Evaluation Tool is attached. Please refer to the attachment for details.

11. Briefly summarize the process by which teachers are evaluated. By whom? How frequently?

The teaching staff at McClellan Magnet High School consists of 77 certified instructors. In terms of degrees, 63.08% of the teachers hold Bachelor degrees and 36.92% have Masters Degrees. McClellan has three business teachers, one literacy coach, one math coach, and two counselors who have received National Board Certification.

Grounded in the work of Charlotte Danielson's framework on teaching, the Little Rock School District's Professional Teacher Appraisal System (PTAS) is the result of the collaboration, consultation, and cooperation of the Little Rock Classroom Teacher Association (LRCTA), principals, central office administrators, attorneys, and nationally recognized authorities in the field of effective teaching. PTAS consists of four domains via Core Teaching Standards, four levels of performance, and three professional tracks of development.

The four domains are as follows Domain I: Planning and Preparation; Domain II: Classroom Environment; Domain III: Instruction, and Domain IV: Professional Responsibilities. The levels of performance descriptors are below basic, basic, proficient, and distinguished. The Core Teaching Standards include 21 teaching components with identified elements and rubrics. Any teacher who receives a below basic or basic mark in any of 21 components within the four domains must show improvement. The District's intent is for each teacher to be proficient in demonstrating mastery of the Core Teaching Standards. The ultimate aim of the teacher evaluation system is to increase student achievement as exhibited through quality and accountable teaching and learning.

Probationary teachers (known as Track I) are evaluated yearly on all four domains using a differentiated evaluation model. During Year I, the teacher will receive two formal observations and one informal observation. During Year II, the teacher will receive one formal and one informal observation. In Year III, the teacher will receive one formal observation and two documented drop-ins. In each year, the probationary teacher will complete a Professional Growth Plan (PGP) and receive a mid-year and summative evaluation conference with an appraisal.

Non-probationary teachers (known as Track II) are expected to demonstrate continued effective teaching practices at all time. To that end, non-probationary teachers are placed into a three-year cycle, where a more rigorous evaluation is conducted. During the cycle-year, the teacher will be subjected to a formal observation, which will include a pre-conference, a classroom observation, and the post-observation conference.

When the non-probationary teacher is not on his/her cycle year to be formally observed, the teacher must fulfill yearly the expectations of Domain IV: Professional Responsibilities and his/her Professional Growth Plan that supports the school's improvement plan. If a non-probationary teacher fails to meet the teaching standards during this time, he or she is placed into Track III, which is the technical assistance phase and support for all teachers in Track I and Track II.

Classroom teachers are evaluated by their principal or an assistant principal. School administrators are required to complete a 5-day training session provided by the District before administrators are eligible to conduct teacher evaluation. The Professional Teacher Appraisal System (PTAS) manual and teacher evaluation tool is attached. Please refer to the attachment for details.

12. Briefly describe previous and current reform and improvement efforts, within the last five years.

Over the past five years, McClellan High School has implemented America's Choice, High Schools That Work, AVID, and READ 180. McClellan has implemented primary interventions to increase student achievement as well after school, Saturday, and extended summer learning. Due to the frequent turnover of school leadership, many of the reforms have been "start and stop" initiatives. Over the past five years, McClellan has had four principals two of whom were interim principals. Mr. Marvin Burton served as principal over a two year period (2009 – 2011) during which time he led the school into the early stages of a true renaissance and the achievement of Safe Harbor in math and literacy on the 2010 state exams.

The administration and faculty focused on implementing curriculum and instructional reforms such as good lesson planning, teaching using the workshop model, and use of data to inform instruction. The America's Choice strategies such as principal's book of the month, standards-based bulletin boards, data walls, workshop model and ramp up courses in math and literacy were used across the school. Classroom walkthroughs were conducted with frequency and used to highlight areas of need as well as areas of strength. READ 180 classes provided reading intervention for struggling readers.

AVID (Advancement Via Individual Determination) was implemented during the 2010 – 2011 school year to prepare students in the academic middle for four-year college eligibility. Training was provided for AVID instructors and students were identified for participation.

Parent and community involvement became a major priority. Unique events were held to maximize parent and community involvement such as family nights, cultural events for the Hispanic community, back to school event with school supplies, and establishment of community mentoring for special groups such as pregnant teens as well as support for student investigation of careers and college preparations.

Extended learning time was provided through after school, Saturday School and summer programs provided through a 21<sup>st</sup> CCLC grant program which provides out of school programming. Title I funds and SIG 1003 (a) grant funds were also allocated to support extended learning opportunities. Student received tutoring assistance in math, science and literacy as well as AP courses. Enrichment activities were also included.

Emphasis on overall school culture was stressed beginning with setting high expectations for all. The leadership ensured that an orderly, calm environment provided the setting for teaching and learning on a daily basis. Professional development sessions have centered on school culture and teaching students of poverty. Students were hand scheduled into core classes based on test performance to ensure proper placement for optimal learning.

The effectiveness of the various interventions and strategies were analyzed by reviewing student outcomes and school data such as the climate data to determine continuation or deletion.

## Step 2 - Develop a Profile of the School's Performance

1. Enter the percentage of all students who tested as proficient or better on the state standards assessment test for each subject available.

Subject	2011	2010	2009	2008	2007
Reading/Language/English	28%	39%	16%	17%	21%
Mathematics – Algebra I	36%	37%	20%	21%	13%
Science	5%	1%	5%	0%	NA
Social Studies	NA	NA	NA	NA	NA
Writing	NA	NA	NA	NA	NA
Mathematics - Geometry	37%	31%	19%	13%	13%

2. Student analysis from the past 3 years - enter the percentage of students in each subgroup who tested proficient or better on the state standards assessment test for each subject available.

Test Year: 2009 - 2011

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2011	2010	2009	2011	2010	2009	2011	2010	2009	2011	2010	2009	2011	2010	2009
Reading/ Language/ English	44%	33%	40%	26%	40%	14%	36%	45%	17%	NA	NA	NA	3%	0%	0%
Mathematics Algebra I	50%	67%	34%	37%	34%	19%	28%	64%	24%	NA	NA	NA	25%	6%	3%
Science	0%	13%	33%	4%	1%	3%	10%	0%	6%	NA	NA	NA	0%	0%	0%
Social Studies	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Mathematics Geometry	43%	76%	50%	37%	29%	18%	35%	44%	20%	NA	NA	NA	0%	6%	4%

3. Student analysis from the past 3 years - enter the percentage of students at each grade level in this school who tested proficient or better on the state standards assessment test for each subject available.

Test Year: 2011

Subject	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	NA	NA	NA	NA	NA	NA	NA	NA	28%	NA
Mathematics – Algebra I	NA	NA	NA	NA	NA	NA	36%	NA	NA	NA
Science	NA	NA	NA	NA	NA	NA	NA	5%	NA	NA
Social Studies	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Writing	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Other Mathematics - Geometry	NA	NA	NA	NA	NA	NA	NA	37%	NA	NA

Test Year: 2010

Subject	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	NA	NA	NA	NA	NA	NA	NA	NA	39%	NA
Mathematics – Algebra I	NA	NA	NA	NA	NA	NA	37%	NA	NA	NA
Science	NA	NA	NA	NA	NA	NA	NA	1%	NA	NA
Social Studies	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Writing	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Other: Mathematics - Geometry	NA	NA	NA	NA	NA	NA	NA	31%	NA	NA

Test Year: 2009

Subject	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	NA	NA	NA	NA	NA	NA	NA	NA	16%	NA
Mathematics – Algebra I	NA	NA	NA	NA	NA	NA	20%	NA	NA	NA
Science	NA	NA	NA	NA	NA	NA	NA	5 %	NA	NA
Social Studies	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Writing	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Other: Mathematics - Geometry	NA	NA	NA	NA	NA	NA	NA	19%	NA	NA

4. Average daily attendance percentage for the 2010-2011 school year: 88.9%

5. Mobility rate for the 2010-2011 school year: 13.08%

6. Graduation rate for all students for the 2010-2011 school year: 63.7%

Graduation rate percentage for past 3 years: (high schools only)

	All Students
2011	63.7%
2010	53%
2009	81.3%

### Key Questions

1. Which subpopulation of students are experiencing the lowest achievement?

A trend analysis of the percentage of students in each subgroup who tested proficient or better on the Arkansas End of Course Benchmark Exam in Literacy, Algebra I, and Geometry has been done at McClellan High School. This has identified which subgroups of students are experiencing the lowest achievement.

## Literacy Analysis:

For the 2011-2012 school year McClellan High School is in state directed year 7 of school improvement. In reviewing literacy achievement on the state 11<sup>th</sup> grade End of Course benchmark exam, the 2008-09 data reveals that only 16% of students tested achieved proficiency or better. In 2010, they had a dramatic increase of 23% with 39% of the students achieving proficiency. The 2011 proficiency rates decreased by 11% to 28% of the students achieving proficiency on the 11<sup>th</sup> grade Literacy End of Course exam. This reveals a 12% decrease over the three year period.

- African American---Trend data for the African American subgroup indicates that 28% of students were proficient in 2011, 42.8% were proficient in 2010, and 16.9% were proficient in 2009. A 25.9% gain was made from the 2009 to the 2010 school year followed by a 14.8% loss in the 2011 school year with an overall three year gain of 11.1%.
- Hispanic—Trend data for the Hispanic subgroup indicates that 40% of students were proficient in 2011, 50% in 2010, and 16.7% in 2009. A 33.3% gain was made from 2009 to the 2010 school year followed by a 10% loss in the 2011 school year with an overall three year gain of 23.3% over the three year period.
- White—Trend data for the White subgroup indicates that 37.5% of students were proficient in 2011, 50% in 2010 and 40% in 2009. An overall three year gain of 2.5% was achieved.
- Special Education—Trend data for the Special Education subgroup indicates that 11.4% of students were proficient in 2011, 27.8% in 2010, and 21.1% in 2009. A 6.7% increase was made from 2009 to 2010 followed by a 16.4% loss in the 2011 school year with an overall three year gain of 9.7%.

In analyzing the trended data for a three year period in literacy African Americans, Hispanic, and Special Education subgroups all showed a significant gains in literacy. However, even though African Americans, Hispanics, and Special Education subgroups have made some progress it is well below the calculated annual expected performance levels of 75.81% for the 2010-11 school year. In addition, test scores for the 2011 school year provide a major indicator of the lack of success for special education students. Special education students are in the greatest need of all subgroups. The Hispanic subgroup has the least need with 40% of the students' proficient for the 2011 school year.

Additional analysis of the subtest indicated a need to strengthen comprehension of literacy content and practical reading passages, applying thinking skills and interpreting texts, analyzing, comparing and contrasting, making inferences and evaluating. All subgroups scored lowest in content open response and practical reading. Further analysis indicates the need to focus on the development of academic vocabulary across subgroups.



## **Math Analysis:**

### **Algebra**

Math performance on the state End of Course Benchmark exam for Algebra in 2011 indicates that 36% of students were proficient compared to 37% in 2010 and 20% in 2009. Even though there was an increase 17% from the 2008 and 2009 school years, there was an 11% loss from 2010 to 2011. This resulted in a 12% gain over the three year period on the Algebra I benchmark test.

- African American--Trend data for the African American subgroup in Algebra indicates that 37% were proficient in 2011, 34% in 2010, and 19% in 2009. Since the 2009 school year, the African American subgroup has made an overall three year gain of 18% on the Algebra benchmark test.
- Hispanic--Trend data for the Hispanic subgroup indicates that 28% were proficient in 2011, 64% in 2010 and 24% in 2009. There was a substantial increase of 40% from 2009 to 2010 followed by a drastic decrease of 36% in 2011 to 28% proficient or better on the Algebra benchmark test. The Hispanic subgroup has made an overall three year gain of 4%.
- White--Trend data for the White subgroup indicates that 50% were proficient in 2011, 67% in 2010, and 34% in 2009. There was a 16% increase over the three year period. However the scores decreased 17% from 2008 to 2009.
- Special Education—Trend data for the Special Education subgroup indicates 25% were proficient in 2011, 6% in 2010, and 3% in 2009. Since the 2009 school year, the Special Education subgroup has made an overall three year gain of 22%.

Analyzing the trend data for a three year period in math, African American (18%), White (16%) and Special Education (22%) subgroups made significant gains on the Algebra I End of Course exam. The Hispanic subgroup made very marginal gains on the Algebra End of Course exam. The Special Education subgroup made the most gain (22%) but was still well below the calculated annual expected performance levels of 73.45% for the 2010-11 school year. In comparison to scores on the literacy End of Course Benchmark exam, math has shown slightly more progress than literacy has shown over the last three years across more subgroups.

Additional analysis of the subtest indicated that the lowest identified areas for the combined population and all subgroups were concepts and problem-solving skills and the ability to perform open response items.

### **Geometry**

Math performance on the state end of course Benchmark exam for Geometry in 2011 indicates that 37% of students were proficient compared to 31% in 2010 and 19% in 2009. Over the three year period there has been an 18% increase in the percent of students that were proficient on the end of course Geometry test.

- African American--Trend data for the African American subgroup in Geometry indicates that 37% were proficient in 2011, 29% in 2010, and 18% in 2009.

Since the 2009 school year this subgroup has made a 19% increase on the Geometry benchmark test.

- White--Trend data for the White subgroup on the Geometry End of Course exam indicates in 2011 that 43% were proficient, 76% in 2010, and 50% in 2009. There was a 26% increase from the 2009 school year to the 2010 school year. However, there was a 33% decrease from 2010 to 2011 for an overall three year increase of 7%.
- Hispanic--Trend data for the Hispanic subgroup in Geometry indicates that 35% were proficient in 2011, 44% in 2010, and 20% in 2009. There was a 24% increase in the number of students in this subgroup scoring at the proficiency level from 2009 to 2010. A 9% loss was experienced from 2010 to 2011 for an overall three year gain of 15%.
- Special Education-- Trend data for the Special Education subgroup indicates 0% were proficient in 2011, 6% in 2010, and 4% in 2009. A increase of 2% was experienced from the 2009 to 2010 school years followed by no statistical gain.

Analyzing the trend data for a three year period in math there was a decrease in the number of students that were proficient on the Geometry End of Course. Data indicates a large population in each subgroup is significantly below the calculated annual expected performance level of 73.45% for the 2010-11 school year. The majority of students taking the test at McClellan Magnet High School in all subgroups were not proficient. The percent of those not proficient in each subgroup are African American (63%), White (57%), and Hispanic (65%).

Additional analysis of the subtest indicated that the lowest identified areas for the combined population and all subgroups were: Multiple Choice—Language of Geometry, Open Response-Relationships between 2 & 3 Dimensions. However, all subtests indicate that extensive remediation is needed in all areas of the test.

## 2. Which subpopulation of students are experiencing the lowest graduation rates?

	White	African American	Hispanic	Special Education
2011	RV	65.4%	54.2%	56.8%
2010	RV	52.7%	RV	82.6%
2009	NA	NA	NA	NA

The Special Education subgroup is experiencing the lowest graduation rate. In 2010, this subgroup graduated at a rate of 82.6%. This exceeded the graduation rate of 53% for combined population by 29.6%. However, in 2011 the Special Education subgroup experienced a sharp decrease in its graduation rate. Their graduation rate was only 56.8% which placed this subgroup 6.9% behind the combined population's rate of 63.7%.

### 3. In which subjects are students experiencing the lowest achievement?

A trend analysis of students that score proficient on the Arkansas End of Course Benchmark exam in Literacy, Algebra I, Geometry, and Biology reveals that student success in literacy, math, and science is very limited. Science proficiency scores are lowest among the four courses followed literacy, algebra, and geometry respectively. Overall geometry proficiency scores increased 18% over a three year period. Overall proficiency scores on the Algebra End of Course Benchmark exam had a 16% gain over the three year period whereas literacy had a 12% decrease in the number of students proficient on the exam. Science experienced the least amount of growth over the three years at 4% after a decline in 2010 of 4%. Students at McClellan Magnet High School have scored significantly below the state calculated annual performance level for all of the three years in both literacy and math.

In addition, other data reveals that students are experiencing lack of success in other core subject areas. Students' lack of numeric and literacy skills is reflected in other areas of study. These skills are necessary for student's success in all content areas.

### 4. What characteristics of the student demographics should be taken into account in selecting a model and external partners and/or providers?

The characteristics of the student demographics that should be taken into account in selecting a model and external partner include a careful examination of the various subgroups that are served by the school. An extremely high percentage, 85.23%, of McClellan's students qualifies for free and reduced lunch. The research report, *The Turnaround Challenge* (2007) by the Mass Insight, shares specific strategies of how High-Performing, High-Poverty Schools (HPHP) ignite learning under adverse conditions - specifically schools with a large majority of students living in poverty. The research report reveals three major points: 1) high poverty schools (such as McClellan) are inherently much more unpredictable, variable, and irregular than that of low-poverty schools; 2) the most common approaches to not help, and in fact sometimes do harm; 3) the phenomenon of HPHP schools is the evolution of a new species.

The "perfect-match" provider for McClellan has extensive experience in working with a high-poverty student population. They will assist teachers and staff with innovative strategies that acknowledge and address the daily disruptions caused by student misbehavior, neighborhood crises, very little parental involvement, and learning deficits. They will assist teachers and staff in believing that their students can learn at high standards and help motivate teachers to teach in dramatically different ways rather than the "old fashion - typical" teaching behaviors that have failed students in the past.

The provider must also have experience in working with ESL students as well as special education students.

5. What, if any, characteristics of the enrollment areas of the school should be taken into account in selecting a model and external partners and/or providers?

Characteristics of the enrollment area of McClellan that should be taken into account in selecting a model and external partner and/or providers are those of an urban area. The enrollment area of McClellan encompasses the city's high poverty, high crime area. During the 1990s, the enrollment area was notorious for gang problems. With commitment and outreach from the community, the area is revitalizing itself for the better.

The main characteristics to consider are the cultural issues that stem from the current demographic circumstances. The majority of the student population is African American, and most of the students come from low income backgrounds (85.23% are on free and reduced lunches).

A model and external provider should have specific expertise and experience in urban education issues as well as experience working in large high poverty urban districts and schools with diverse student populations.

### **Step 3 Reviews of ADE Scholastic Audit and other School Data**

1 A. Provide a detailed summary of the schools progress relative to the Arkansas Standards and Indicators for School Improvement, (ADE Scholastic Audit):

- Discuss the specific findings that led to the “Recommendations”;
- LEA (Leadership) and/or school “Recommendations” identified for implementation;
- Implementation progress;
- Timeline of prioritized “Recommendations” and the
- Evaluation process.

The Arkansas Department of Education conducted a school audit at McClellan High School from November 11-16, 2007. At that time, the areas of deficiencies and recommendations for improvement were as follows:

1. Findings: Tardies and absenteeism is excessive for students. Teacher absenteeism is excessive.

Recommendations for Implementation: The School Leadership Team should analyze attendance data by school, grade levels, instructional blocks, classes, and individual levels. The team should note patterns relating to the occurrence of absences and tardies and compare attendance and behavior data. Professional Learning Communities should discuss the data and a committee of school staff and volunteers should develop a plan to address the issue.

Progress: Attendance data has been analyzed. Certified staff absences due to illness rose during the third quarter of the 2011 school year as compared to the 2012 school year by 72.5 days. The total absences for certified staff during the 2012 third quarter were 306.5 days. The student attendance rate is 89.95%. Specific incentives for improved student and teacher attendance are included in the SIG project design. A tardy policy was developed and implemented. A comparative review of the 2010 – 2011 and the 2011 – 2012 student tardies reveal a reduction of 2,948 tardies between the 3<sup>rd</sup> quarter in 2011 (N= 4,410) and the 2012 (N= 1,462). However, the tardies remain excessive and a significant amount of learning time is lost each day due to tardiness. Through SIG planning discussions, teachers further expressed the need to ensure that students are not kept out of class if they are tardy but assigned an alternative intervention such as lunch detention or Saturday detention. Students that are tardy need to stay in class and be accountable for their tardies through a system that does not cause them to miss more class time.

Timeline: 2011 - 2012

Evaluation: Attendance data will be carefully analyzed by the School Leadership Team and reviewed during Professional Learning Communities to evaluate the effectiveness

of programs and activities to encourage improved student and teacher attendance. School wide attendance data will be added to the school's data walls.

2. Findings: The mission was written by the principal.

Recommendations: A collaborative process involving all school stakeholders must be employed to develop and articulate core beliefs, vision, mission, and goals. The principal and the school leadership team should develop the design for the sessions, established a timeline, communicate plans to stakeholders, maintain records of the process, and advertise the end result.

Progress: The school mission has been re-written collaboratively by staff and stakeholders to reflect the school's values and core beliefs. The school principal ensured that all stakeholders were involved in the development of core beliefs, vision, mission and goals that will guide school operations. The final products were shared and distributed and utilized going forward.

Timeline: 2009-2010

Evaluation: Meeting minutes and facilitator notes document the process of developing the new collaborative mission, vision and goal statements.

3. Findings: Individual Professional Growth Plans are not tied to evaluation and learning needs. Some administrators do not have growth plans.

Recommendations: School administrators should immediately develop an Individual Professional Growth Plan that includes activities to enhance leadership skills. Two areas of focus for all administrators at McClellan should be data driven decision-making and fiscal management. Regular discussions between the Principal and each administrator regarding plan progress should occur.

Progress: Bi-monthly Professional Learning Community meetings facilitated creation of Individual Professional Growth Plans for all school staff. Regular discussions were held to review progress.

Timeline: 2010-2011

Evaluation: Documentation of periodic reviews of the Individual Professional Growth Plans between principal and each administrator.

4. Findings: There is not a process for allocating instructional resources.

Recommendations: A process for allocating resources should be immediately developed. One of the assistant principals should be identified to oversee this process. The administrator should research and develop a resource request and budget allocation process to be implemented during the District's budget planning process in the spring. All departments should be involved in the process.

Progress: The principal and designated assistant principal worked with department chairpersons to ensure that resources were allocated based on classroom instructional needs.

Timeline: 2009-2010

Evaluation: Follow up discussions with department chairs take place to ensure that sufficient and necessary resources are available to support the instructional program. Ongoing documentation of resource allocation will be maintained and reviewed by the principal, administrative team and department chairs. The principal and designated assistant principal will be responsible for researching and developing a resource request and budget allocation process during the district's budget planning process. The Associate Superintendent will be informed on the need for resources as necessary.

5. Findings: There is no process to transition students from intervention classes to regular classes.

Recommendations: Teachers in the Read 180, River Deep, and Nova Net classes should create plans for aiding students in the transition to regular classes. Teachers need to determine which aspects of these programs have helped students succeed and share this information with classroom teachers. Efforts should be made to collaborate between intervention classes and the regular class.

Progress: Professional Learning Communities offer opportunities for teacher communication and collaboration. School leadership will coordinate transition efforts between the intervention classes and regular classes. The SIG proposal includes additional academic intervention staff members and a similar plan will be necessary as students transition between academic interventionists and regular classes.

Timeline: 2011- 2012

Evaluation: The transition plan will be formalized and shared with all affected faculty and staff. Teachers involved in the transitions will be surveyed at the end of the first quarter to determine effectiveness of the transition plan so that adjustments can be made as needed.

6. Findings: There are no formal processes for using the media center, for scheduling Computers on Wheels, or for making suggestions for future media purchases.

Recommendations: The media center should be the center of literacy and research at the school. The media specialist should immediately develop procedures for scheduling classes and reserving Computers on Wheels as well as a process for teachers and students to request materials and make suggestions for media purchases. These processes should be clearly communicated to staff and students and consistently implemented. Documentation of all media center activity should be maintained.

Progress: Media center improvements have occurred. A formal process is in place for teachers to schedule use of the Computers on Wheels and other instructional materials and resources. Use of a class schedule is occurring. The media center librarian and staff maintain records of media center activity and teachers and students can request specific purchases. Extended day programming has increased use of the media center for literacy and research activities. Media Center improvements continue to be implemented and communicated to the school staff and students.

Timeline: 2010-2011

Evaluation: Media center records are reviewed by the school on an ongoing basis. Administrators periodically observe and review processes for effectiveness. Documentation of media center activity is maintained. The Campus Leadership Team and Principal will review status of progress on a quarterly basis.



1B. The LEA level must address how the LEA will support the building in providing continuous school improvement at the building level. Additionally, the LEA will specifically address those items unique to the role of the LEA (i.e., board policy, supervising and guiding building level leadership).

A broad research base substantiates the crucial role the school board, superintendent and central office play in the school improvement process and in a school's efforts to meet standards. A key element in the restructuring and substantial school improvement process is strong leadership by a superintendent and a school board who are willing and able to publicly recognize challenges, develop a plan for reform, and build support for needed changes. The superintendent's role in leveraging district policies and resources to accelerate school-level improvement is essential. (Cawelti and Protheroe, 2007).

Dr. Morris Holmes, Superintendent of the Little Rock School District, is committed to providing direct leadership for McClellan High School's SIG initiative with assistance and active participation from an experienced and capable central office staff. The district will provide leadership and support to ensure that both equity and excellence will be addressed, with the focus of reform efforts clearly centered on instruction. The district will take the lead in establishing high expectations and focused leadership that are clearly centered on teaching and learning strategies in a coherent and comprehensive approach. The district is willing to face reality and acknowledge the often daunting challenges involved in implementing the transformation process and stands ready to support McClellan in every aspect of implementation. The district understands that there are no quick fixes but insists that aggressive short term achievement targets are necessary to provide gauges of progress. A district transformation team will provide and promote full and effective implementation of SIG interventions and strategies to obtain rapid student achievement improvements. The Superintendent designates Associate Superintendent/Master Principal, Mr. Marvin Burton, as the internal lead partner for McClellan.

The district's responsibility includes developing and communicating district policies for turning around low-performing schools to all administrators and relevant teaching staff; evaluating current policies and practices to determine whether or not adjustments should be made for McClellan; and to identify resources both state and federal monies to support recommended and proven strategies to sustain progress.

The district will also provide guidance on turnaround and transformation practices and interventions advocated by district, state or national entities. The district will provide information on rigorous evidence of effects of district/state/national sanctioned turnaround practices and will provide materials, resources and training to collect, manage, and use data for instructional improvement. The district will provide materials, resources and training to help review the curriculum and align and prepare for common core standards and follow up to ensure that the aligned curriculum is integrated into teaching.

The district will select a new principal for McClellan. A national search will be conducted through advertisements in local newspapers, regional papers, and online web sites. Candidates will be screened and interviewed according to district policy. A new principal will be selected and hired. Training will be provided for the principal to recruit, retain, and support high quality staff and to effectively evaluate teachers' strengths and weaknesses. The district will secure a new leader that understands rapid improvement and is committed to relentlessly pursuing significant improved results in student learning and goals. The new leader must be an instructional leader who drives for results, engages, motivates, and enlists the contributions of people inside the school and in the community to achieve school goals. The district will focus on building an excellent faculty who concentrates on content, pedagogy, and measureable outcomes – a group of men and women who are engaged among themselves in best practices and respect for good and significant contribution for excellent in teaching and student learning.

The district will ensure that specific strategies that assist students with academic difficulties are implemented and that there is a tight alignment between intervention and other aspects of the instructional process. Emphasis will be placed on ensuring that students are not left so far behind that they have little or no hope of catching up.

The district has developed and issued a request for qualifications (RFQ – see attachments) to identify potential external providers. The district has developed transparent selection criteria which includes reviewing proposals, conducting due diligence, and recommending selected provider(s). The district will negotiate contracts with selected providers including goals and quarterly benchmarks. According to LRSD Board of Education policy, proposed contracts will be presented to the Board for final acceptance and approval.

The district will assist and support the principal and SIG leadership team in preparation for the quarterly ADE monitoring, technical assistance and evaluation site visits.

Finally, the district will assist in communicating to parents and the broader community the relationship between “good schooling” and the quality of one’s life, including appreciation, cooperation, and sense of community.

In conclusion, the district will communicate to all stakeholders that the School Improvement Grant 1003 (g) is not a program and must not operate in isolation by the few. The SIG 1003(g) grant opportunity is to be used to support and inform the very heart of all school operations.

1C. The school must address those items unique to the roles and responsibilities of the school for providing continuous school improvement.

Over the past years, a great deal has been written about the important of leadership in general and in relation to organizational performance specifically. Academics, researchers, and practitioners from various fields of study have concluded that leadership is a central variable that defines organizational success (Bennis & Nanus, 1985). In particular, they consistently highlight leadership as the cardinal element in turning around failing organizations (Murphy & Meyers, 2007). Therefore, effective leaders of rapid improvement take focused steps that center on “leadership for learning” or “instructionally focused leadership” (Murphy, 1990). Lambert (2000) portrays the principal as the fire carrier for the school’s vision, the central character in instructional planning and a collaborator who brings teachers and parent into discussions about the school’s operation.

The key responsibilities of the school principal in the Transformational model include, but are not limited to, the following effective practices (Perlman & Redding, 2009).

The principal will:

- Communicate to staff and the community the urgency of, and specific plans for making dramatic changes from business as usual.
- Use leadership teams to involved teacher in the direction of the reform and signal the expectation that all staff will be involved.
- Relentlessly pursues significantly improved results in student learning and related goals.
- Engage, motivate, and enlist the contribution of people inside the school and in the community to achieve school goals.
- Create systems to measure and report and constructively review progress on all aspects of the school operations and its results (student learning).
- Serve as the instructional leaders, modeling, monitoring, and supporting classroom instruction.
- Establish the priority areas for instructional focus and specific short- and long-term goals to staff and conveys these to all school staff.
- Ensure the curriculum is implemented consistently across the school.
- Set standards and expectation for achievement.
- Support instruction in the classroom through scheduling common planning time and collaboration time for teachers
- Recruit, retain, and support high-quality staff.
- Ensure teacher receive training on recommended practices for turning around low-performing schools.
- Supervise and monitor instruction.
- Use data for planning and accountability and plan professional development for individual teachers and staff to address gaps identified in the data.
- Establish and support partnerships with the community agencies, businesses, colleges to obtain resources for teachers and student services.

- Ensure a safe and supportive learning environment for all students and staff that is characterized by a school climate of high expectations for student achievement and includes clear expectations for student behavior.
- Build leadership capacity across the faculty and staff through school leadership teams that are actively involved in achieving the learning goals and improving leadership.

The McClellan faculty includes talented, committed, energetic teachers who are ready to take the necessary steps to make rapid improvements in student learning. This commitment was evident during the SIG planning process and during their presentation to the school board on May 10, 2012. They demonstrated their conviction and passion related to their role in the transformation reform and are eager to accept the responsibilities throughout implementation.

The McClellan principal, administrative staff and teaching staff, will commit to creating a culture of collaboration and the systems, operations, and practices that provide for a collegial culture. This will build a system of school wide beliefs about the importance of community that engages in collaborative processes that permit shared mission and direction, collaborative work, and mutual accountability for school goals and student learning.

2. Provide a summary of other data sources used to supplement the needs assessment and the selection of an appropriate intervention model for each Tier I and Tier II school. (i.e. perceptual data from students, staff and parents, process data, improvement plan outcomes or results, professional development program outcomes or results, other).

The 2010-2011 School Climate Survey administered to parents and teachers by the LRSD Planning, Research and Evaluation Department shows a positive parent perception of the school but also show areas in need of improvement.

- All (100%) of survey respondents feel welcome at the school.
- The majority (85.7%) of respondents perceive that their child has access to school materials and resources.
- Most respondents perceive of the school as secure (71.4%) and well-maintained (71.4%).
- Most respondents (85.7%) noted that classroom instruction prepares their child for the next grade.
- Only 42.9% of respondents feel that students treat each other with respect.
- Only 50% of survey respondents agree that the school provides opportunities to engage with their child's education.
- Only 57.2% of respondents felt that the school meets the academic needs of their child.

Teacher responses to the School Climate Survey highlight school strengths and needs. All respondents felt that the school is safe and secure. All of the respondents perceive that they communicate often with parents. However, while 100% of respondents perceived that the school offers opportunities to collaborate, 33.3% of respondents did not feel that teachers at the school communicate with each other to make student learning consistent across grade levels. A substantial number of teachers (33.3%) did not feel that adequate resources for effective teaching are available for teachers.

According to the 2009 Arkansas School Nursing Survey for McClellan, the school nurse reported 476 students with a variety of chronic health conditions ranging from asthma (120 cases), seizure disorder (15 cases), and ADD/ADHD (75 cases). The Assessment of Childhood and Adolescent Obesity reveal BMI classifications as follows: 1) 37% of 9<sup>th</sup> grade males – overweight and obese; 2) 34% of 10<sup>th</sup> grader males – overweight and obese; 3) 65% of 9<sup>th</sup> grade females – overweight and obese; and 4) 49% of 10<sup>th</sup> grade females – overweight and obese. Additional risk factors for McClellan students drawn from the 2008 Arkansas Prevention Needs Assessment Survey reveal the following: 1) 29% of 10<sup>th</sup> graders and 60% of 12<sup>th</sup> graders report alcohol usage; 2) 29% of 10<sup>th</sup> graders and 33.9% of 12<sup>th</sup> graders report marijuana usage; 3) 26% of 10<sup>th</sup> graders and 22% of 12<sup>th</sup> graders report low commitment to school; 4) 47.5% of 10<sup>th</sup> graders and 43.7% of 12<sup>th</sup> graders report peer risk for depressive symptoms; and 54.7% of 10<sup>th</sup> graders and 50.5% of 12<sup>th</sup> graders report family history of antisocial behavior. During the 2008-2009 school year, the school nurse reported seventeen girls were identified as

pregnant and twenty students had requested counseling regarding sexually transmitted diseases.

Professional Learning Communities have met to facilitate common planning, development of common formative assessment, analysis of student performance data, and review Professional Growth Plans. Meetings also provided time for professional development of topics including Compass Learning, common formative assessment, literacy strategies across the curriculum, classroom management and instruction, and building a school culture of trust, among other topics.

America's Choice quarterly reports from 2010 and 2011 school years document monthly departmental meetings focusing on common formative assessment, and using data-driven instruction, literacy across the curriculum, content strategies for mastery, portfolios, tiered instruction, ACTAAP strategies, SOAR result analysis, Common Core Curriculum for math and literacy classes, other curriculum resources, and professional development.

Weekly School Leadership Team meetings address data and data needs, focus walks, school improvement processes, planning for tiered interventions, and updates from coaches and department heads and cluster leaders.

Walk through data from 2011 and 2012 documents use of instructional practices including observance of teacher-led Q&A, presentation and demonstration, and provision of opportunities for practice. The majority of observed classroom activities occurred in the whole group setting with use of the small group format as well. Research-based instructional practices occurring most frequently include reinforcing efforts/providing recognition, providing homework and opportunities to practice, use of cues, questions and advance organizers, and providing non-linguistic representation of topics. Textbooks and worksheets are utilized frequently in classroom and use of technology is apparent though to a limited extent.

Classroom occurrence of cooperative learning and generating/testing hypotheses is infrequent. Students do gain knowledge, exhibit comprehension, and apply knowledge, but analysis, synthesis and evaluation of information is not occurring often enough. Walkthrough data demonstrated relatively infrequent observance of authentic and relevant instructional practices and low levels of authentic student engagement. The majority of classes are well-managed. Some classrooms display current student work and encourage interaction with the classroom environment and routines and procedures are evident in many classrooms.

According to the 2011 ACT Profile Report:

- Five year trends of average ACT scores reveals point declines in all areas: English 1 point, Mathematics 0.4 point, Reading 1 point, Science 0.7 point, and Composite 0.9 point.
- Five year trends of the percent of students meeting college readiness benchmarks reveals: English 66%, Mathematics 95%, Reading 89%, Science

98%, and meeting all four area 99% are not meeting college readiness benchmarks.

According to the 2010 and 2011 School Report Cards:

- The number of students taking AP courses increased by 20.4% from 2010 to 2011.
- The number of AP exams taken increased 19.9% from 2010 to 2011.
- The number of exams scored 3, 4, or 5 increased 62.5% from 2010 to 2011.
- In 2011, the number of students taking AP courses totaled 177.
- In 2011, the number of AP exams taken totaled 247.
- In 2011, the number of exams scored 3, 4, or 5 totaled 13.

The LRSD Quarterly Progress Report to the Board of Education includes the grade distribution report by quarter. A careful analysis reveals an extremely large number of course failures, 1, 606 for the first three quarters of the 2011-12 school year. Course failures present serious implications for graduation and increased drop outs. Student interventions will be designed and implemented through SIG to decrease course failures. This report also reports that during the first quarter 80 students were reported as truant and 56 students during the third quarter. Truancy is chronic and contributes to course failures and eventually failure to graduate.

A review discipline data during the 2011-12 school year to date reveals a total of 361 discipline referrals, and 156 long terms suspensions for a variety of infractions ranging from verbal abuse to staff, possession or use of drugs, disorderly conduct, assault, battery and bullying. Student infractions that warranted assignment to in school suspension involved 498 assignments of in school suspension. Infractions included repeated school/class tardies, minor altercations, bullying, refusing to obey rules or directions, and failure to serve detention.

## SECTION B, PART 2:

### B. DESCRIPTIVE INFORMATION: LEA Capacity

The Arkansas Department of Education will use the following to evaluate LEA's capacity or lack of capacity to serve all schools. Please answer each question.

1. Is there evidence of past school improvement initiatives? If the answer is yes, what were the LEA's prior improvement, corrective action and restructuring plans? What was the success/failure rate of those initiatives? America's Choice provided multi-year school improvement services that contributed to the school achieving Safe Harbor during the 2009-10 school year.
2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model. All stakeholders have been actively involved in the selection and planning of proposed interventions and are looking forward to the opportunity to implement proposed interventions. Faculty and administration support is documented in the attached letter of support included in attachments.
3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts? No
4. Is there evidence that the LEA has required specific school improvement initiatives of all schools? Yes, LRSD schools that are designated as in need of improvement are required to implement school improvement strategies to improve student achievement.
5. Examine the LEA's staff organizational model to include the experience and expertise of the staff. See organizational model in attachments.
6. Examine the LEA's plan and ability to recruit qualified new staff and provide training to support the selected intervention model at each Tier I school. The LRSD has an aggressive recruitment plan that spans a large portion of the United States. The Department of Human Resources is charged with the responsibility of developing and implementing the recruitment plan and seeks personnel from Arkansas as well as the surrounding states. Recruiters focus on colleges and universities throughout the region. The SIG program design includes a comprehensive professional development plan including introductory sessions for teachers new to McClellan. The district also utilizes the Pathwise mentoring program for new teaching personnel.
7. Review the history of the LEA's use of state and federal funds.

The Little Rock School District (LRSD) 2011-2012 projected budget contains revenues of \$339,610,323 and projected expenses of \$337,957,982 leaving a projected ending fund balance of \$24,390,917. The projected fund balance in the Operating Fund is \$23,523,807 of which \$2,700,615 is restricted for future QZAB debt payments. This is an increase of \$2,924,808 over the 2010-2011 ending fund balance. The Federal Programs fund balance is projected to be \$867,110 which is a decrease of \$784,735 under the 2010-2011 ending fund balance.



**The 2010-2011 actual revenues and expenditures reflect:**

- Total operating revenues of \$248,545,002 which is \$1,043,373 under the original budgeted amount.
- Total operating expenses of \$250,905,806 which is \$944,202 under the original budgeted amount.
- An experience step for all eligible employees. An increase of \$18.44 in the health insurance contribution. A raise of 1.5% for all eligible employees.

**The 2011-2012 budgeted revenues and expenditures reflect:**

- An increase of \$121 of state foundation funding per student.
  - An increase of 4.82% in operating local revenue.
  - An increase of 3.23% in state revenue.
  - An experience step increase for all eligible employees.
  - A decrease in projected FTEs due to a progression to staff at state standards.
  - A decrease in federal grant revenue and expenditures due to ARRA funding expiring.
8. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model. The district will support implementation utilizing a variety of funding streams to include Title I, Title II-A, NSLA designated funds as applicable, local operating dollars, and discretionary grant funding from McClellan's 21<sup>st</sup> Century Community Learning Centers grant which supports after school, Saturday and summer programming.
  9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools. NA

If the ADE determines that an LEA has more capacity than the LEA demonstrates using the above criteria, the ADE will contact the LEA for a consultation to identify ways in which the LEA can manage the intervention and sustainability.

The consultation will include but will not be limited to the following:

1. ADE will review the findings and collaborate with the LEA to determine what support it needs from the ADE.
2. The ADE will offer technical assistance where needed and request written clarification of application and an opportunity for the LEA to amend the application to support the claim.
3. If the LEA chooses not to submit requested clarification or an amended application then the LEA may re-apply for the SIG grant in the next funding cycle.

## Step 1 - Selecting the Intervention Model and Partners for a Low-Achieving School

Prior to selecting an Intervention Model, the LEA must complete all parts of section B.

### Transformation

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

1. State statutes and policies that address transformation, limit it, create barriers to it, or provide support for it and how:

Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development.

([http://arkansased.org/scholastic\\_audit/pdf/sisi\\_041408.pdf](http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf)), Act 1467 of 2003 (codified as A.C.A. § 6-15-201 et seq), commonly referred to as “The Omnibus Quality Education Act”

[http://arkansased.org/rules/pdf/current/ade\\_247\\_actaap06\\_current.pdf](http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf), A.C.A 6-17-412 and 6-17-413 provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

2. District policies that address transformation, limit it, create barriers to it, or provide support for it and how:

LRSD Strategic Plan adopted by the Board of Education March 2010, *Target 2015*, includes strategies to support transformation: performance driven and reform-based leadership; job-embedded professional development that is aligned with the school’s instructional plan; streamlined data and accountability system linked to students, teachers, and schools (knowledge and skills based pay plan); utilization of research proven strategies for attaining goals; and recruitment and retention of high quality staff. (The LRSD Strategic Plan is available at [www.lrsd.org](http://www.lrsd.org).)

The District encourages, attracts and retains National Board Certified teachers by providing an annual stipend of \$3,000 over and above the stipend provided by the state of Arkansas (\$5,000). Candidates are provided two additional release days above the three days provided by the State Department of Education to all National Board Candidates a week for portfolio assessment. Candidates are also provided the use of a laptop during their candidacy period.

Teachers are included in the District's Leadership Academy for Aspiring principals. This year long comprehensive leadership training provides an opportunity for teacher leaders as well as those teachers interested in pursuing an administrative position.

3. District contractual agreements, including collective bargaining, that affect transformation and how:

The Professional Negotiated Agreement with the Little Rock Classroom Teachers Association (LRCTA) contains employment conditions that factor into transformation. However, the LRCTA has historically worked collaboratively with the district to help bring about innovative change.

## Turnaround

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change) and rehiring no more than 50% of the staff; gives greater principal autonomy; implements other prescribed and recommended strategies.

1. State statutes and policies that address turnaround, limit it, create barriers to it, or provide support for it and how:

Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development.

([http://arkansased.org/scholastic\\_audit/pdf/sisi\\_041408.pdf](http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf)), Act 1467 of 2003 (codified as A.C.A. § 6-15-201 et seq), commonly referred to as "The Omnibus Quality Education Act"

[http://arkansased.org/rules/pdf/current/ade\\_247\\_actaap06\\_current.pdf](http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf), A.C.A 6-17-412 and 6-17-413 provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

2. District policies that address turnaround, limit it, create barriers to it, or provide support for it and how:

LRSD Strategic Plan adopted by the Board of Education March 2010, *Target 2015*, includes strategies to support transformation: performance driven and reform-based leadership; job-embedded professional development that is aligned with the school's instructional plan; streamlined data and accountability system linked to students, teachers, and schools (knowledge and skills based pay plan); utilization of research proven strategies for attaining goals; and recruitment and retention of high quality staff. (The LRSD Strategic Plan is available at [www.lrsd.org](http://www.lrsd.org).)

3. District contractual agreements, including collective bargaining, that affect turnaround and how:

The Professional Negotiated Agreement with the Little Rock Classroom Teachers Association (LRCTA) contains employment conditions that factor into transformation. However, the LRCTA has historically worked collaboratively with the district to help bring about innovative change.

## Restart

The LEA converts or closes and reopens a school under a charter/performance contract with a charter school governing board, charter management organization, or education management organization.

### Charter Schools

1. State statutes and policies that address the formation of charter schools, limit it, create barriers to it, or provide support for it and how:

Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development addresses academic standards, assessment, accountability system, student performance expectations, and professional development.

([http://arkansased.org/scholastic\\_audit/pdf/sisi\\_041408.pdf](http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf)), Act 1467 of 2003 (codified as A.C.A. § 6-15-201 et seq), commonly referred to as "The Omnibus Quality Education Act"

[http://arkansased.org/rules/pdf/current/ade\\_247\\_actaap06\\_current.pdf](http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf), A.C.A 6-17-412 and 6-17-413 provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

2. District policies that address the formation of charter schools, limit it, create barriers to it, or provide support for it and how:

LRSD Strategic Plan adopted by the Board of Education March 2010, *Target 2015*, includes strategies to support transformation: performance driven and reform-based leadership; job-embedded professional development that is aligned with the school's instructional plan; streamlined data and accountability system linked to students, teachers, and schools (knowledge and skills based pay plan); utilization of research proven strategies for attaining goals; and recruitment and retention of high quality staff. (The LRSD Strategic Plan is available at [www.lrsd.org](http://www.lrsd.org).)

3. District contractual agreements, including collective bargaining, that affect the formation of charter schools and how:

The Professional Negotiated Agreement with the Little Rock Classroom Teachers Association (LRCTA) contains employment conditions that factor into transformation. However, the LRCTA has historically worked collaboratively with the district to help bring about innovative change.

#### Education Management Organizations

1. State statutes and policies that address district contracts with EMOs to operate schools, limit them, create barriers to them, or provide support for them and how:

Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development addresses academic standards, assessment, accountability system, student performance expectations, and professional development.

([http://arkansased.org/scholastic\\_audit/pdf/sisi\\_041408.pdf](http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf)), Act 1467 of 2003 (codified as A.C.A. § 6-15-201 et seq), commonly referred to as "The Omnibus Quality Education Act"

[http://arkansased.org/rules/pdf/current/ade\\_247\\_actaap06\\_current.pdf](http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf), A.C.A 6-17-412 and 6-17-413 provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

2. District policies that address district contracts with EMOs to operate schools , limit them, create barriers to them, or provide support for them and how:

The district has detailed contract policies that cover consultant services and procurement of supplies and materials. However, policies are not developed that would address the numerous issues of turning a school over to an EMO. To date, the district has not considered this option.

3. District contractual agreements, including collective bargaining, that affect district contracts with EMOs to operate schools, limit them, create barriers to them, or provide support for them and how:

The district and the Little Rock Classroom Teachers Association have not discussed contracts with EMOs.

## Closure

The LEA closes the school and enrolls the students in other schools in the LEA that are higher achieving.

1. State statutes and policies that address school closures, limit them, create barriers to them, or provide support for them and how:

Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development.

([http://arkansased.org/scholastic\\_audit/pdf/sisi\\_041408.pdf](http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf)), Act 1467 of 2003 (codified as A.C.A. § 6-15-201 et seq), commonly referred to as “The Omnibus Quality Education Act”

[http://arkansased.org/rules/pdf/current/ade\\_247\\_actaap06\\_current.pdf](http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf), A.C.A 6-17-412 and 6-17-413 provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

2. District policies that address school closures, limit them, create barriers to them, or provide support for them and how:

Student assignment policies and regulations support the process of closing a school and reassigning students to other sites. The district has effectively utilized these policies and procedures to close schools with declining enrollments.

3. District contractual agreements, including collective bargaining, that affect school closures, limit them, create barriers to them, or provide support for them and how:

As buildings have been closed over the past years, the district meets and discusses all procedural issues with the LRCTA, from initiation to conclusion of the process. The process for reassigning teachers is included in the Professional Negotiated Agreement.

4. Higher achieving schools available to receive students and number of students that could be accepted at each school:

This has occurred through the Choice Process. The fact that most of the higher achieving schools have limited seats available has presented barriers to student reassignment.

## Step 2: Develop Profiles of Available Partners

Prior to selecting an Intervention Model, the LEA must complete all parts of section B.

### Transformation

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
TBD* The LRSD has issued a Request for Qualifications for external partner/providers. The RFQ includes a description of the specific services requested for the 1003 (g) SIG initiative. Respondents must submit a track record of their success with schools that include similar demographics to McClellan High School. Copy of RFQ included in attachments.	TBD	TBD	School Leadership Development; Standard-Based Education; Professional Development; Assessment System Support; and Monitoring of School Progress	Provide documentation/evidence of successful technical assistance to improve achievement with comparable demographics



## Turnaround

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change) and rehiring no more than 50% of the staff; gives greater principal autonomy; implements other prescribed and recommended strategies.

External partners available to assist with turnaround and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
TBD* The LRSD has issued a Request for Qualifications for external partner/providers. The RFQ includes a description of the specific services requested for the 1003 (g) SIG initiative. Respondents must submit a track record of their success with schools that include similar demographics to McClellan High School. Copy of RFQ included in attachments.	TBD	TBD*	School Leadership Development; Standard-Based Education; Professional Development; Assessment System Support; and Monitoring of School Progress	Provide documentation/evidence of successful technical assistance to improve achievement with comparable demographics

### Restart

The LEA converts or closes and reopens a school under a charter/performance contract with a charter school governing board, charter management organization, or education management organization.

Charter governing boards, charter management organizations, and potential charter school operating organizations available to start a charter school and brief description of services they provide and their track record of success.				
Charter Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Currently not considering EMOs or CMOs	NA	NA	NA	NA

EMOs available to contract with district to operate school and brief description of services they provide and their track record of success.				
Education Management Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Currently not considering EMO	NA	NA	NA	NA

### Closure

The LEA closes the school and enrolls the students in other schools in the LEA that are higher achieving.

External partners available to assist district with school closures and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Not under consideration	NA	NA	NA	NA

### Step 3: Determine Best-Fit Model and Partners

The chief question to answer in determining the most appropriate intervention model is: What improvement strategy will result in the most immediate and substantial improvement in learning and school success for the students now attending this school given the existing capacity in the school and the district? There is no “correct” or “formulaic” answer to this question. Rather, relative degrees of performance and capacity should guide decision-making. The following table outlines key areas and characteristics of performance and school, district, and community capacity that should be considered as part of your decision making. The checks indicate that if this characteristic is present, the respective intervention model could be an option.

Characteristics of Performance and capacity				
	Intervention Model			
Characteristic	Turnaround	Transformational	Restart	Closure
<b>School Performance</b>				
<input type="checkbox"/> All students experience low achievement/graduation rates.	✓		✓	✓
<input checked="" type="checkbox"/> Select sub-groups of students experiencing low-performance		✓		
<input type="checkbox"/> Students experiencing low-achievement in all core subject areas	✓		✓	✓
<input checked="" type="checkbox"/> Students experience low-achievement in only select subject areas		✓		
<b>School Capacity</b>				
<input checked="" type="checkbox"/> Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓	
<input checked="" type="checkbox"/> Evidence of pockets of strong instructional staff capacity		✓		
<input type="checkbox"/> Evidence of limited staff capacity	✓		✓	✓
<input checked="" type="checkbox"/> Evidence of negative school culture	✓		✓	✓
<input type="checkbox"/> History of chronic-low-achievement	✓		✓	✓
<input type="checkbox"/> Physical plant deficiencies				✓
<input checked="" type="checkbox"/> Evidence of response to prior reform efforts	✓	✓		
<b>District Capacity</b>				
<input checked="" type="checkbox"/> Willingness to negotiate for waiver of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
<input type="checkbox"/> Capacity to negotiate with external partners/providers			✓	
<input type="checkbox"/> Ability to extend operational autonomy to school	✓		✓	
<input type="checkbox"/> Strong charter school law			✓	
<input type="checkbox"/> Experience authorizing charter schools			✓	
<input type="checkbox"/> Capacity to conduct rigorous charter/EMO			✓	

selection process				
<input type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
Community Capacity				
<input checked="" type="checkbox"/> Strong community commitments to school	✓	✓	✓	
<input type="checkbox"/> Supply of external partners/providers			✓	
<input checked="" type="checkbox"/> Other higher performing schools in district				✓

1. Based on a the Characteristics of Performance and Capacity table above, rank order the intervention models that seem the best fit for this school.

Best Fit Ranking of Intervention Models

A. Best Fit: Transformation

B. Second Best Fit: Turnaround

C. Third Best Fit: Restart

D. Fourth Best Fit: Closure

2. Now answer the questions below only for the model you consider the best fit and the model you consider the second best fit. Review the questions for the other two models. Change the rankings if answering and reviewing the questions raises doubts about the original ranking.

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#### The Transformation Model

1. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?

In selecting a new leader the District seeks individuals that have demonstrated the following: ability to lead innovation and change that results in improved student achievement; ability to create a positive school culture; ability to utilize shared leadership with teachers; ability to collaborate with parents and community partners; demonstrates a vision that all students can learn; and models the highest standards for all staff and students.

2. How will the LEA enable the new leader to make strategic staff replacements?

The District will support the new leader in making staff replacements through the rigorous implementation of the Professional Teacher Appraisal System

(PTAS) and the Arkansas Teacher Fair Dismissal Act (Arkansas code 6-17-1503). A complete copy of the LRSD PTAS document is attached. The LRSD believes that the principle responsibility of the certified teacher is to direct and assess teaching and learning experiences for students. The District places high regard on the quality of teaching and learning in each classroom with high expectations for improved student outcomes. In order to ensure such expectations are met, the LRSD Professional Teacher Appraisal System has been designed and implemented. The purposes of the evaluation system are: 1) to enhance the quality of instruction, 2) to provide a basis for professional development, 3) to encourage collegiality and professionalism, and 4) to serve as the basis for sound and defensible employment decisions. The AR Smart Accountability plan provides State guidance to better differentiate interventions and resources to schools most in need. Schools are distinguished by applying different labels, interventions and consequences to schools appropriate to their actual school improvement status based on the 2009 Arkansas Benchmark Scores.

3. What is the LEA's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?

The District central office staff is capable and committed to support the transformation efforts. The staff is experienced and has extensive expertise to advise and assist principals and teachers throughout the process. The District's strategic plan that has support from a strong base of stakeholders contains bold steps that are perfectly aligned with the required components included in the transformation of schools. The District's strategic plan that has support from a strong base of stakeholders contains bold steps that are perfectly aligned with the required components included in the transformation of schools. The Strategic Plan, *Target 2015*, adopted by the Board of Education in March 2010 is being actively implemented. It contains Key comprehensive battery of student assessments with a strategic mix of diagnostic, formative, benchmark and summative assessments; 3) create school schedules that enable collaborative work by professional learning communities of teachers; 4) enhance and focus ongoing professional development on improved instruction in reading, math, writing, and science, and provide instructional coaches to support teachers across all schools and classrooms; 5) ensure that adequate and effective funding for our schools is accomplished through the effective use of state funding, combined with our own local tax effort, targeted Federal resources for special education and Title I, II, and III, to provide enough money to deploy all the strategies identified as essential to our students' success; 6) recruit and retain a high quality staff through more national recruitment for top teacher and leadership talent; 7) establish a streamlined data and accountability system that links students, teachers and schools so growth and value-added analyses can be conducted and include performance on formative, anchor, end-of-course, and state assessments along with appropriate demographic data;

and 8) structure the assessment system in which all programs, students, and teachers are evaluated on a regular basis, including considering a new salary schedule for teachers. (The complete LRSD Strategic Plan is available at [www.LRSD.org](http://www.LRSD.org).)

4. What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?

Greater flexibility in hiring, budgeting, and the use of time to support innovations is required for transformation to be successful. Principals must be given latitude to work with their external providers, teachers, parents and community to design a unique educational environment specifically developed to meet the needs of the students that the school serves. This latitude includes time, personnel, use of space, development of innovative student support programs, etc.

5. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the transformation, and how will these changes be brought about and sustained?

The LRSD fully embraced the opportunity presented by the SIG 1003 (g) grant by designing a bold plan that builds on the district's new strategic plan but includes specific ambitious elements that are woven together to provide a new and different turnaround approach never before attempted in the LRSD. The District will empower the school leadership to implement a collaborative planning and implementation process within their building and support them throughout the process.

The District curriculum team will meet regularly with the principal, the school's leadership team and the external provider to discuss operational changes that need to be addressed or enhanced. The District's School Improvement Leadership Team composed of the Superintendent, Associate Superintendents, participating SIG Principals, SIG Grant Director, SIG Grant Specialist, parent/community representatives will meet quarterly.

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## The Turnaround Model

1. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?

The Human Resources office will conduct an intensive recruiting campaign within the state as well as on a national level.

2. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?

In selecting a new leader the District seeks individuals that have demonstrated the following: ability to lead innovation and change that results in improved student achievement; ability to create a positive school culture; ability to utilize shared leadership with teachers; ability to collaborate with parents and community partners; demonstrates a vision that all students can learn; and models that highest standards for all staff and students.

3. How will the LEA support the school leader in recruiting highly effective teachers to the lowest achieving schools?

High quality, extensive professional development attracts teachers. The District seeks to gain and allocate support through grant funding to obtain teaching supplies, materials, and technology.

4. How will staff replacement be conducted—what is the process for determining which staff remains in the school?

The Principal and Interview Team under the direction of the Human resource Associate Superintendent will conduct interviews and hire new staff. Teacher vacancies will be posted. Interviews for open positions will be held and the best candidates hired. Teachers that are not rehired will have the option of applying for open positions at other schools within the district. The process is agreed to through collaborative discussions with the Little Rock Classroom Teachers Association (LRCTA).

5. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?

Issues such as this are negotiated between the Little Rock Classroom Teachers Association (LRCTA) and the LRSD as needed.

6. What supports will be provided to staff selected for re-assignment to other schools?

Additional professional development will be the primary support for these teachers. Teachers are also supported by a full time literacy and math coach dedicated to assisting teachers in effective implementation of the curriculum and research based teaching strategies.

7. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

The District recognizes that there are negative budgetary implications of retaining surplus staff. This issue is also under discussion by the Board and Superintendent's senior staff.



8. What is the LEA's own capacity to conduct and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?

The District includes many talented curriculum leaders and school improvement specialists that would assist and support a turnaround if that model is selected for a school in the district.

9. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?

The District operates with district-level and school-level improvement teams. The district works to ensure that restructuring options reflect the strengths and weaknesses of the specific restructuring school. The District also works to ensure that the restructuring plan reflects and incorporates the resources available to enable success.

10. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the turnaround, and how will these changes be brought about and sustained?

The District would provide district-level and school-level improvement teams charged with the responsibility of understanding the strategies included in the turnaround model and establishing processes, practices and policies that support the turnaround model. District policies and procedures would clarify the scope of site-based decision making and summarize in a letter of understanding. As team structure is officially incorporated into the school improvement plan and school governance policy. All teams would have written statements of purpose and by-laws for their operation.

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## The Restart Model

1. Are there qualified (track record of success with similar schools) charter management organizations (CMOs) or education management organizations (EMOs) interested in a performance contract with the LEA to start a new school (or convert an existing school) in this location?

The District has not had conversations with this type of group.

2. Are there strong, established community groups interested in initiating a homegrown charter school? The LEA is best served by cultivating relationships with community groups to prepare them for operating charter schools.

There is substantial interest in charter schools by numerous groups in the Little Rock area as evident by large numbers of charters.

3. Based on supply and capacity, which option is most likely to result in dramatic student growth for the student population to be served—homegrown charter school, CMO, or EMO?

There is inadequate data to support either homegrown charter schools, CMOs or EMOs.

4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?

This area will have to be explored if the restart model is adopted. Other districts and bargaining groups would be a resource.

5. How will support be provided to staff that are selected for re-assignment to other schools as a result of the restart?

According to the LRSD and the Professional Negotiated Agreement.

6. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

There are negative budgetary implications.

7. What role will the LEA play to support the restart and potentially provide some centralized services (e.g., human resources, transportation, special education, and related services)?

The District would provide a comprehensive framework of district support and support for school improvement and for centralized services such as transportation, food services, and human resources.

8. What assistance will the LEA need from the SEA?

The SEA could offer a needs assessment as a technical assistance tool and other types of technical assistance that would be available to the LEA.

9. How will the LEA hold the charter governing board, CMO, or EMO accountable for specified performance benchmarks?

The charter would outline in detail all expectations.

10. Is the LEA (or other authorizer) prepared to terminate the contract if performance expectations are not met and are the specifics for dissolution of the charter school outlined in the charter or management contract?

Yes, contract termination could be completed within and with consideration of the contract and charter agreement.

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## School Closure Model

1. What are the metrics to identify schools to be closed?

The metrics that would identify a school to be closed would include enrollment, student achievement, fiscal analysis, community input, and stakeholder input.

2. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?

The steps that are in place to make certain closure decisions are based on tangible data and readily transparent to the local community are District established procedures for closing schools. These procedures include comprehensive data analysis as well as conducting a series of stakeholder meetings with teachers, parents and communities.

3. How will the students and their families be supported by the LEA through the re-enrollment process?

Students and their families will be supported through community meetings, informational sessions, print materials, letters, programs on television, and information posted on the district's website.

4. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?

In the LRSD, additional student seats are rarely available for transferring students. Students from the school considered for closure would be spread across multiple sites depending on their residential address.

5. How will the receiving schools be staffed with quality staff to accommodate the increase in students?

Receiving schools will be staffed with quality staff to accommodate the increase in students based on the district's student to teacher ratio.

6. How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?

The staff reassignment process is implemented according to the terms and conditions of the local teacher's union contract, the Little Rock Classroom Teachers Association (LRCTA) and the LRSD professional negotiated agreement.

7. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?

Yes, the district's policy and collective bargaining context relevant to the schools allows for removal of current staff.

8. What supports will be provided to recipient schools if current staff members are reassigned?

Support provided to recipient schools if current staff members are reassigned will include staffing, professional development, and technical assistance and will be based on needs assessments.

9. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?

The safety and security considerations include transportation issues, school neighborhood, school capacity, and fire and building codes.

10. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

There are negative budgetary implications of retaining surplus staff that are not essential to teaching and learning or effect school operations.

11. How will the LEA track student progress in the recipient schools?

The district tracks student progress in the recipient school by tagging students in the district's data base program to follow specific groups of students.

12. What is the impact of school closure to the school's neighborhood, enrollment area, or community?

The district works with the community to find a viable use for the closing site to ensure that the building remains a value to the neighborhood and the community to minimize any negative impact to the community.

13. How does school closure fit within the LEA's overall reform efforts?

When necessary the district supports the efforts.

#### Step 4: Define Roles and Develop Contracts

1. Briefly describe the role of each of the following groups or partners relative to the implementation of the intervention model.

<b>GROUP/PARTNER</b>	<b>ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL</b>
<b>State Education Agency:</b>  Arkansas Department of Education	Provide technical assistance, professional development opportunities, and monitoring.
<b>Local Education Agency:</b>  Little Rock School District	Implement district level SIG Leadership Team. Provide support for grant management; financial and budget issues; and contracting issues.
<b>Internal Partner (LEA staff):</b>  Marvin Burton, Master Principal Linda Young, Director of Grants & Program Development Coniell Bursac, Grants Specialist	Provide implementation and evaluation assistance; provide grant management services; assist with monitoring the budget; engage in weekly site visits; provide coordination of external partners; and serve on school-based leadership team.
<b>Lead Partner:</b>  TBD* - Request for Qualifications	Provide professional development and technical assistance including teacher support, implementation tools, and data systems and analysis support.
<b>Support Partner:</b>  To Be Determined - Request for Qualifications	Provide professional development and technical assistance including evaluation and monitoring tools, evaluative visits, scheduling assistance, professional resource materials, on-site coaching and electronic and telephone assistance.
<b>Principal:</b>  To Be Determined - Position has been advertised	Provide leadership for SIG implementation and participate in Executive Coaching, a leadership development component.
<b>School Teams</b>	Participate in leadership and SIG implementation. Meet regularly to ensure collection of data, collaboration, and ongoing evaluation.
<b>Parents and Community</b>	Participate in school activities and their child's education.

2. Determine the performance expectations for the lead partner and supporting partners, with quarterly benchmarks.

Note: Developing performance expectations and benchmarks to include in the contract with each partner is one of the LEA's most important responsibilities. Please see the links to web resources at the back of the application to assist in making these decisions and in developing the appropriate contracts. Also engage LEA legal counsel in this process.

The lead partner will be identified through a Request for Qualifications (RFQ) process. The district has developed and issued a request for qualifications (RFQ – see attachments) to identify potential external providers. The district has designed a rigorous, transparent selection process which includes a Superintendent appointed committee to review proposals, conducting due diligence, and recommending selected provider(s).

The district will negotiate contracts with selected providers including goals and quarterly benchmarks. According to LRSD Board of Education policy, proposed contracts will be presented to the Board for final acceptance and approval.

The LRSD has identified five areas of service that will be solicited for the Request for Qualifications. Interested offerors must describe all five areas and specify their proven track record of success to work with schools with similar demographics and school culture. The five areas of services the district will evaluate for approval are: School Leadership Development; Standards Based Education; Professional Development; Assessment System Support; Monitoring of School Progress. Each area contains specific subheadings that must be addressed in the response.

The complete Request for Qualifications is attached for review.

Quarterly benchmarks will be negotiated and included in the final contract.

3. Describe how the LEA's will monitor implementation of the intervention model. Who will do what and when?

The LRSD Leadership Team composed of district staff and stakeholders will meet quarterly to review the implementation at the school. The district will employ a turnaround monitor to assist the Director of Grants and the Associate Superintendent of Education Services in grant implementation. The monitor will spend 80% time at the school site and will provide weekly feedback written reports to the Director of Grants and Associate Superintendent. The monitor will prepare quarterly reports for distribution at the District's Leadership Team. The Chief Financial Officer and the Director of Finance and their staff will monitor all fiscal matters and track and report the use of SIG stimulus funds as required and specified by the Arkansas Department of Education. Copies of all contracts and procurement records will be maintained in the Grants Department as well as in the LRSD Procurement Department.

Tools:

External School Reform Service Provider will submit periodic site reports that will target classroom walk throughs, focus walks, teacher meetings through professional learning communities, leadership team meetings, data updates, and Tier 1-3 Intervention. Reports will be sent electronically to stakeholders in the school and district.

The district will participate in the School Improvement Grant 1003 (g) On Line Tool - Indistar process. Next Steps and Action Plans are developed to guide the work in the school. This process occurs twice during the school year. The data will be shared with stakeholders.

Targeted professional development ongoing in the schools will consist of sign in ledgers, agendas, and action steps. The topics will be developed by the teacher meetings held in the professional learning communities. All files will be shared with stakeholders.

The district will host monthly meetings to stay abreast of the intervention model implementation and plans for intervention. Collaboration between the external school reform service provider leaders and the school leadership team and school coaches will keep lines of communication open and consistent.

Electronic communication will be utilized to keep all stakeholders involved, informed, and included on all decision-making strategies and updates necessary for implementation.

The district will provide schools with training and support for integrated data collection, reporting and analysis system as outlined in the district's strategic plan.



The district will support McClellan in ensuring that all SIG transformation goals and objectives are included in the school's ACSIP plan. The SIG goals and objectives are supportive of the school's current ACSIP plan.

The district allows school leaders reasonable autonomy to do things differently in order to succeed.

The district ensures that an empowered change agent (the principal) is appointed to head each school and that the principal is skilled in motivating staff and community, communicating clear expectations and focusing on improved student learning.

The district ensures that school reform plans include "quick wins" early successes in improvement.

The district is prepared for setbacks, resistance, and obstacles on the path to substantial improvement.

## Step 5: Forge Working Relationships

Describe how the LEA will promote the working relationships among the groups and partners committed to this intervention—the state, the LEA, the lead partner, the support partners, the internal partner, the principal, school teams, and the parents and community.

The Little Rock School District will promote the working relationships among the groups and partners committed to this intervention by creating a district SIG Leadership Team. This District's SIG Leadership Team will include representatives from key stakeholder groups, parents, principals, external provider representatives, district staff, and teachers from participating schools. On a quarterly basis (or more often if needed), the committee will review data reports and comments from principals, reports from the SIG Specialist, external providers, teachers, and students. Modifications in program implementation will be made if warranted. Working relationships will be strengthened as stakeholders and the district "work on the work" together. Giving a voice for legitimate input into implementation will improve relationships.

McClellan High School requests a parent/community liaison with the primary role to assist parents helping their children meet standards. Examples of indicators of effective practice in this area would be providing parents with jargon-free communication about learning standards, their children's progress and the parent's role in the school success. Parent meetings will be held to provide parents with practical guidance to establish a quiet place for children to study at home and consistent study habits for studying at home; maintain daily conversations with their children about their school experiences and progress; and maintain regular and supportive verbal interaction with their children. As parents meet together, conversations and sharing child-rearing concerns will occur. Specific sessions will include meeting with teachers to discuss children's progress in school and their children's home-based study and reading habits.

## Step 6: Intervention Models Needs Assessment Review Committee

### Committee Members

Name	Role	Name	Role
Clausey Myton	Interim Principal	Charlotte Kirby	Teacher
Marvin Burton	Master Principal/Associate Superintendent	Shirley Hodges	Teacher
Valeria Tatum	Community Representative	Fred Bledsoe	Teacher
Carla Coleman	Community Representative	Mildred Walker	Teacher
Terry Camper	Parent	Doran Bradley	Teacher
Nicole Thomas	Parent	Roy Vaughn	Teacher
Delora Adams	PTSA Volunteer	Dana McEwen	Teacher
Kamesha Lindsey	LRSD Southwest Parent Coordinator	Renita Wilbon	Teacher
Dorothy Jones	Teacher	Marie Boone	Math Coach
Nancy Leslie	Teacher	Shirley Ferguson	Literacy Coach

### Meetings

Location	Date	Location	Date
McClellan High School Room MM2	4/12/2012	McClellan High School Room MM2	4/26/2012
McClellan High School Room MM2	4/18/2012	McClellan High School Room MM2	5/2/2012
McClellan High School Media Center	4/19/2012	McClellan High School Room MM2	5/9/2012

## Step 7: Sustainability

Please tell how the LEA will continue the commitment to sustain reforms after the funding period ends.

The LEA plan for sustainability must be embedded in intervention implementation. Sustainability does not happen at the end of the grant period, but is an integral part of the entire process. The application should include an identified mechanism for measuring and supporting capacity building of the local school board, central administration and building level administration; and a change in school culture to support the intervention implemented in the school or schools. Such mechanisms must include the use of formative evaluations to drive instruction and support the intervention; and may include differential pay for highly effective teachers. Sustainability must be addressed within the Implementation Plan.

The ADE will assess the LEA's commitment to sustaining reforms after the funding period ends by:

- Review LEA goals and objectives;
- Review LEA three-year budget;
- Review ACSIP interventions and actions
- Review implementation of Scholastic Audit Recommendations
- Review alignment of funds for the continued support of those successful intervention efforts and strategies.
- Monitor targeted changes in practice and student outcomes and make adjustments as needed to meet identified goals.
- Review short-term and long-term interventions as well as review the accountability processes that provide the oversight of the interventions, school improvement activities, financial management, and operations of the school.
- Review a timeline of continued implementation of the intervention strategies that are aligned with the resources, school's mission, goals, and needs.
- Review professional development plans for staff and administrators to ensure data analysis is ongoing and will result in appropriate program adjustments to instruction.
- Monitor the staff and administrators commitment to continuous process by providing professional development to increase the capacity of the staff to deliver quality, targeted instruction for all students.

McClellan High School and the Little Rock School District recognize effective implementation that is embedded into daily school operations and procedures as key to sustaining programs. With the combined support of school leadership, central office expertise, and community stakeholder involvement, McClellan SIG programs are poised to launch a continuous school improvement process. School leadership will be strengthened and empowered for ongoing oversight and monitoring of the programs.

Through whole school buy-in challenges and successes will be communicated to ensure program revisions as needed. Teachers will be trained to provide effective instruction for all students. Through the intensive professional development plan, administrative leadership capacity and teacher capacity will be increased to provide ability to sustain the transformation model. District offices will provide fiscal management and implementation support and are prepared to utilize local, state and federal funding streams for continued programs. Community stakeholders will be vested in the success of McClellan students.

Sustainability will be considered beginning in the initial planning for reform. District and school leadership will communicate the need for reform, identify resources and capabilities for sustaining reforms and convey to the school community the appropriateness and the effectiveness of the research-based efforts. The district leadership will anticipate changes in personnel, security of needed resources and revisions of policy and practices that would threaten the practices and structures and attitudes that result in improvement of student outcomes. Contingency plans that respond to such threats will be developed as necessary.

The full and complete integration of the McClellan's SIG goals and objectives in their ACSIP plan will further ensure sustainability and capacity for ongoing implementation after the life of the grant. McClellan's SIG plan also addresses the recommendations of the Scholastic Audit and includes specific strategies to respond directly to necessary next steps to remedy identified deficiencies.

In order to make good decisions along the pathway of reform, effective collection and use of data are key to sustaining improvement. Time will be dedicated to data analysis and planning by teams at the district and school levels in a regular and systematic manner that will be a non-negotiable. Mechanisms, including Indistar, on-line School Improvement program monitoring systems will be utilized to measure and support capacity building resulting from the programs. This reflective tool is essential to building the school's capacity to sustain for components of the transformation model. Incentives will be put in place and maintained to promote improved teacher performance. Through self analysis of data and indicators of implementation, the school and district teams will develop the means to identify reforms worth sustaining such as differentiating substantial progress leading to changes in outcomes from incremental process changes.

Additional information regarding sustainability of the program is outlined in the "description of Proposed Activities" section of the 1003(g) application.

SECTION B, PART 3:

**B. DESCRIPTIVE INFORMATION: Annual Goals**

Please complete the following goal and objective pages for each Tier I, Tier II, and Tier III school being served.

McClellan's SIG transformation goals and objectives are described in the charts below. The school has selected four major goals that when fully implemented will yield dramatic increases in student outcomes and the total transformation of McClellan. These goals and objectives are supportive of the school's ACSIP plan and will be embedded into the 2012-2013 school ACSIP plan.



**School Improvement Grant – School Year 1000(g)  
LEA Goals and Objectives**

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #1 The combined population will meet Adequate Yearly Progress in literacy, math, and science no later than 2014-2015.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Implement Response to Intervention strategies  Implement instructional strategies recommended by external providers  Implement rigorous extended learning opportunities (before school, after school, Saturday and summer)  Increase student engagement  Provide ongoing embedded professional development  Integrate technology into the learning environment	Progress Monitoring Reports reflect effective identification of students for RTI  Walkthroughs reveal 25% increase in utilization of recommended strategies  25% increase in student engagement  25% increase in student engagement resulting from use of technology  Extended learning program participants maintain 80% or greater attendance	Progress Monitoring Reports  Formative and summative assessments  Walk through data  Profession development records (sign in sheets, attendance)  Extended learning program attendance records	August 2012 and ongoing	June 2015	Building Principal  Teachers  Assistant Principals  External Providers  Central Office Staff  Math and Literacy Coaches  Lead Technology Teacher







School Improvement Grant - Section 1003(g)  
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #2 Enhance the professional teaching culture as a means of accelerating the academic achievement of all subpopulations.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Provide intensive off contract professional development  Increase teacher effectiveness through AVID training  Establish school as training site for National Board for Professional Teaching Standards  Increase teacher collaboration through professional development embedded into the school day	Classroom walkthrough documents change in instructional practice  Number of AVID students entering college increases by 10%  Increased number National Board certified teachers by 5%  Teacher responses to climate survey indicate 20% improvement in collaboration efforts	Sign in sheets  PD Evaluations  Attendance rates  Walk through data  AVID student records  Records of National Board certification  Climate surveys  Teacher surveys	August 2012 and ongoing	June 2015	Teachers  Building Principal  External Provider  District Central Office Staff  Literacy and Math Coaches

School Improvement Grant - Section 1003(g)  
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #3 Increase the graduation rate of 63.7% to 85% over the three year grant period.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Fully implement 9<sup>th</sup> and 10<sup>th</sup> grade academies</p> <p>Establish out of school suspension program</p> <p>Implement Twilight School credit recovery program</p> <p>Integrate career and life skills programs</p> <p>Establish student support systems (Graduation Coach, Youth Specialist, Truancy/Attendance Officer, Academic Interventionists)</p> <p>Implement Early Warning System</p> <p>Implement Early Start Program</p>	<p>100% implementation of academies completed</p> <p>75% of participating students complete course assignments during suspension</p> <p>60% of participating students recover three or more course credits per semester</p> <p>60% of student surveys indicate improved perception of college and job opportunities</p>	<p>Course schedules</p> <p>Team minutes</p> <p>Documentation of team activities</p> <p>Teacher classroom records</p> <p>Records of course completion</p> <p>Student surveys</p>	<p>September 2012 and ongoing</p>	<p>June 2015</p>	<p>Building Principal</p> <p>SIG Staff</p> <p>Teachers</p> <p>Leadership Team</p> <p>District central office staff</p>



School Improvement Grant - Section 1003(g)  
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #4 Establish a safe, orderly school climate characterized by an effective approach to discipline.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Improve student attendance rates	Reduce student absences by 10%	Student attendance records	August 2012 and ongoing	June 2015	Building Principal
Improve teacher attendance rates	Reduce teacher absences by 10%	Teacher attendance records			SIG Staff
Reduce student in-school and out-of-school suspensions	Reduce occurrences of suspension by 5%	Staff receipt of attendance incentives			External Consultants
Reduce truancy rates	Reduce number of court referrals by 5%	Discipline records			Leadership Teams
Implement an effective coordinated student support system	Increase in access to student service by 15%	Quarterly reports to School Board			District Central Office Staff
Increase parent and community involvement	Increase in parent involvement rates by 20%	Records of service delivery/supports provided			
	Increase number of community partners by 10%	Sign in sheets			
		Student, parent and teacher surveys			

School Improvement Grant - Section 1003(g)  
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible

School Improvement Grant - Section 1003(g)  
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible



School Improvement Grant - Section 1003(g)  
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementati on Date	Target Completi on Date	Person Responsible

## SECTION B, PART 4:

### **B. DESCRIPTIVE INFORMATION: Proposed Activities for Tier I and Tier II Schools**

Describe actions the LEA has taken or will take, to:

- Design and implement interventions consistent with the final requirements of selected model;
- Recruit, screen, and select external providers, if applicable, to ensure their quality (briefly describe their role relative to the implementation and the performance expectations with quarterly benchmarks);
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (language in collective bargaining agreements and changes in decision-making policies and mechanisms); and
- Sustain the reforms after the funding period ends.

#### **Intervention Design and Implementation**

School Improvement transformation interventions and strategies at McClellan High School will include a comprehensive focus on developing school leadership, building a school culture of order, trust, and achievement, meeting student needs, building teacher and administrator capacity, promoting student academic success, and cultivating community connections. Throughout the transformation process school leadership, staff, central office staff, community stakeholders, and external providers will work collaboratively to implement the transformation program to help students meet Arkansas academic requirements.

Curriculum and Instruction programs will be characterized by increased rigor, increased learning time, and infusion of technology to increase learning outcomes. Student supports will be provided to increase graduation rates, integrate Response to Intervention into the school setting, and provide intensive career and college preparations. The school culture will be transformed through innovative parent and community programs, formation of learning academies, and inclusion of academic, social and behavior interventions. School leadership and staff will be vested in the process through provision of extensive, embedded professional development and participation in Professional Learning Communities, committee and team functions in the decision making processes, feedback, analysis, and monitoring of programs. Impact and progress towards SIG goals will be measured, analyzed and maintained through use of cutting-edge online tools and ongoing communications. Program components will work together to facilitate continuous whole school improvement.

#### Curriculum and Instruction

Alignment among standards, curriculum, instruction, and assessment is a crucial condition for school effectiveness.

### *Aligning Instruction (Vertically and to Standards)*

Alignment of curriculum, assessment, and instruction requires analysis of standards, policies, and practices. Alignment of instruction links the content of state standards and district curriculum frameworks or the intended curriculum with what is actually taught in the classroom. When instruction that is aligned to standards is implemented in classrooms, students should be able to perform at higher levels of proficiency on assessments. Through horizontal and vertical team meetings facilitated by district curriculum specialists and external experts, teachers will examine the curriculum and the Common Core Standards and prepare for a smooth transition to the Common Core which is required for the high school level in 2013-2014.

Grant resources will be utilized to provide time, expertise, planning support, and professional development to enable teachers to incorporate changes required to align instruction with the Common Core Standards. Teachers will develop capacity to monitor and maintain alignment between curriculum standards and classroom instruction, including use of formative data (Blank, Porter, & Smithson, 2001).

### *External Providers*

Qualified external providers will provide ongoing, embedded support for five key areas of school improvement including standards-based education, professional development, assessment systems, monitoring school progress, and school leadership development. Services will include training and support for implementation of the Common Core Standards and assistance with aligning curriculum and instruction. Providers will assist with RTI programs and work with teachers to ensure they are implementing routine formative assessments, utilizing student performance data, and implementing data-driven instruction. The primary focus will be on the academic areas of English, mathematics and science. They will provide coaching and instructional support and spend time working directly with teachers through assistance with lesson planning and modeling of effective practices, serving as key resources for working effectively with high need ELL and SPED students. Providers will train school leaders for effective coaching and mentoring and assist key administrators with resource management, capacity building and decision making to establish leadership to support excellence in instruction and learning.

### *Response to Intervention*

Response to Intervention, a multi-level framework, includes the use of universal screening for all students as well as core instruction. Students demonstrating a need for support receive increasingly intensive interventions and ongoing progress monitoring. Two math interventionists and two literacy interventionists will be hired with grant funds to provide RTI intensive Tier Two and Tier Three services. Specific intervention materials, supportive technology, screening measures and progress monitoring tools will be purchased to support RTI implementation. Intensive instructional interventions for students who need them will be provided to identified students for 30 minutes per day for three to five days and then increasingly more intensive interventions will be provided if students make inadequate progress.

School leaders will work with faculty and stakeholders, with the assistance of external providers, to build staff capacity to implement RTI and ensure systems are in place to document and evaluate the results of RTI activities. The *Response to Intervention Blueprint: School Building Level Edition* developed by the National Association of state Directors of Special education and the Council of Administrators for Special education will be utilized in professional development.

To implement Tier One interventions, all teachers will routinely utilize differentiated instruction. Tier Two interventions will involve a higher degree of differentiation lead by the classroom teacher and occasionally with the assistance of a math, literacy, and reading instructional specialist. Tier Three interventions will be facilitated by the instructional specialists as they pull identified students out of non-core classes to provide intensive remediation to build core class skills. Specialists will work with classroom teachers to schedule small group and one-on-one intensive remediation at the most optimal times available.

#### *Differentiated Instruction*

Differentiated instruction will be utilized in all classrooms. Extensive use of instructional scaffolds, e.g., graphic organizers, collaborative discourse, small group, partner work and intentional use of meta-cognitive strategies to support all students will become standard best practices implemented in the classroom setting. Strategies such as co-teaching and use of multiple modalities of learning will be implemented daily.

A high number is McClellan students are classified as special education. As a result, intensive professional development and acquisition of new materials will focus on differentiated instruction, inclusion strategies, and increased collaboration between special education and regular classroom teachers.

#### *Use of Student Data to Drive Instruction*

Recognizing the use of timely, accurate and well-analyzed data is central to effective classroom instruction, McClellan will utilize *DataDirector* online data management solution. *DataDirector* is a user-friendly data and assessment management system that lets educators easily correlate multiple types of data. *DataDirector* synthesizes state, district, school and classroom data, allowing educators to monitor student progress in real time, using data as the starting point to design relevant curriculum strategies and deliver effective interventions or enrichment activities. *DataDirector* integrates data from many sources, including state tests, demographic information and grades, district or system administered tests, and daily classroom assessments given by teachers. At the district, system, school and classroom level, educators can analyze and create custom reports on patterns and needs, enrichment programs and interventions, and areas for further professional development. Teachers and administrators will examine assessment tools available through the *DataDirector* system and evaluate the potential for such assessments to assist in the school improvement process. A comprehensive view of student and teacher information is essential not only to effective, data-driven

decision making but also to meeting ever-changing accountability and reporting requirements. (Bernhardt, 2004.)

Common Formative Assessments (CFAs) will be developed to enable effective assessment. Matching pre- and post-assessments will ensure balanced and consistent comparison of student growth. Use of the CFAs will enable increased collaboration between grade-level, course and department teachers and assist in establishing common priorities for developing student proficiency.

Explorer ACT 8<sup>th</sup> grade data indicates that a majority of incoming 9<sup>th</sup> grade students perform well below grade level in literacy. In response to student need, Read 180, or similar research-based literacy curriculum for adolescents reading below grade level will be utilized for literacy intervention. Additionally, emphasis on implementing literacy across the curriculum will be a school wide focus. Teachers will receive professional development to support implementation.

#### *Extended Learning Time*

Beginning in the 2013 school year, an Early Start program will bring 9<sup>th</sup> grade students back to school five days before upperclassmen report to school. This will be an official start date. Teachers will be paid their daily rate of pay through grant funds. In the past, 9<sup>th</sup> grade summer bridge programs have been effective but participation has been limited. All 9<sup>th</sup> graders will participate in the Early Start program and transportation, breakfast, and lunch will be provided. This program will limit summer loss while guiding incoming students through the transition of entering high school.

The time students spend in productive, active academic learning will be increased. Currently the 15 minute homeroom period is under-utilized and unstructured. As part of transformation activities, students will participate in mini-lessons and activities focusing on developing study skills, habits for academic success, career orientation and life skills. Following the first year of program implementation, flexible scheduling options, such as a "Fast Friday" schedule where students attend all classes on Fridays, will be considered as a means of increasing impact and facilitating increased student-teacher communication.

Multiple extended learning opportunities will be offered at McClellan. The purpose of these programs is two-fold – to provide extra time to master skills and to provide options for students experiencing academic and behavioral challenges. Extended learning will include before school, after school, Saturday, and summer programs.

The school media center will be open for one hour prior to the start of the school day for 125 days. Students will be welcomed and encouraged to access library resources, utilize computers, and consult with teachers for homework, research, and class project assistance.

The 21<sup>st</sup> Century Community Learning Center currently operating at McClellan has experienced success providing tutoring and homework assistance and will be

expanded as part of this grant. The after school program will operate 200 hours throughout the school year, Monday through Thursday from 4pm to 6pm. In addition to academic support science and engineering enrichment activities will be offered. After school programs will include a mandatory six week tutoring program for incoming freshman with basic and below basic scores in math and literacy. This requirement will be written into their Academic Improvement Plan (AIP) and parents will be involved through the AIP conferences. A 3-hour program will be offered for 15 Saturdays. Saturday activities will include remediation, test prep, and AP course support. Intensive summer programs will provide academic and hands-on learning opportunities for 24 days from 9am to 1pm. After school, before school, Saturday, and summer programs and repurposed time will be implemented with the understanding that students should be engaged in actively engaged in learning and academic practice during the time provided.

The AVID program, which stands for Advancement Via Individual Determination, will be offered at McClellan. AVID is a system to prepare students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students and in closing the achievement gap. AVID has been offered at the 9<sup>th</sup> and 10<sup>th</sup> grade levels and will be expanded to the 11<sup>th</sup> grade in the 2012-2013 school year and to the 12<sup>th</sup> grade in the 2013-2014 school year.

Recognizing that participation in Advanced Placement (AP) courses precipitates increased college success and improved eligibility for college programs and scholarships, AP course offerings and number of students participating will be increased. AP class content will increase in rigor to promote higher numbers of students passing the exams. Exam preparation materials will be added.

Increases in AP course offerings will be coupled with Dual Credit options to offer students opportunities to earn college credits through selected high school courses. The School Leadership Team will reach out to local colleges and universities to secure partnerships needed to offer dual credit.

Project Lead the Way (PLTW) engineering curriculum will be initiated. PLTW helps students develop critical thinking skills through hands-on project-based learning. Students have the opportunity to create, design and build things like robots and cars, applying what they are learning in math and science to hands on projects. Designated teachers will receive extensive training and ongoing support in the courses they teach through the PLTW Network. A specialized engineering lab will be set up during the Spring of 2013 to support classes beginning Fall of 2013.

#### *Integration and Implementation of Educational Technology*

The effective integration and implementation of educational technology is critical to ensure that the tools can make a difference in the academic achievement of all students. Technology tools can enhance student performance when they are integrated into the curriculum and used in accordance with knowledge about learning. (Bransford, Brown, & Cocking, 2000). The implementation of iPads in the instructional

program will increase accessibility and use of technology for both teachers and students. Through professional development sessions teachers will learn strategies to embed technology into instruction. Laptops, wireless printers, and iPads will be purchased to further the use of technology across the curriculum. All teachers will have access to technology and facilitation of use will be managed by the school media center. Learning software including Compass Learning and Rosetta Stone will provide students with focused academic practice.

#### *Credit Recovery/Twilight School*

An innovative credit recovery program, Twilight School, will be offered from 3pm to 6pm daily. The Twilight School program is designed for students who have failed a class, need credits to graduate with their class, or need a more flexible schedule and will target over-aged, under-credited students. NovaNET credit recovery program will be utilized for the credit recovery program.

#### School Culture and Climate

##### *Establishing a Supportive School Climate and Effective Discipline*

A safe, orderly climate is one of several characteristics of schools that consistently show good achievement gains (Redding, 2006). Individuals' experiences of school climate are shaped by perceptions of safety, teaching and learning, interpersonal relationships (including among students, among adults, and between students and adults), and the school environment (Center for Social and Emotional Education, n.d.). When considering climate and culture, the evidence of the close relationship between academic and behavioral difficulties calls for integrating intervention efforts through a single system that can monitor progress in both areas and respond according with intervention as needed (Center for Instruction, 2008). Positive relationships and effective classroom management strategies are necessary to establish contexts that support the academic and behavioral competence of all students at all grade levels, and they can also promote student connectedness and reduce behavior problems, achievement gaps, dropout rates, and teacher attrition.

The school will implement a positive behavior management system with the support of a consultant with expertise in the areas of school culture and discipline management. The school will use a social and emotional learning framework to foster an overall climate of inclusion, acceptance, respect which can prevent bullying and promoted educational success. The school campus will be maintained to ensure a clean, attractive and safe environment. The administration and teachers will implement positive behavior supports and incentives. Professional development in cultural awareness and appreciation and improving the school climate will also be provided. Individual classroom management strategies will be linked to the schoolwide behavioral support system. Data regarding discipline, tardies and school climate will be collected and periodically reviewed by the SIG leadership team and teacher teams to guide decision making.

Teacher attendance at McClellan has been dismal. As a remedy and an incentive, teachers will be offered the opportunity to earn a bonus of \$200 per nine week period if they miss no more than one day of school. If they have perfect attendance throughout the year they will receive an additional \$200 award. Non-certified staff and administrators will also be included in the program.

Student awards and recognitions for improved attendance as well as improved discipline and academics will be utilized throughout the year. A major attendance campaign will emphasize the need for students to attend school every day. Inexpensive rewards will be used to reinforce positive improvements.

A School Climate Consultant will assist teachers in gaining effective communication and cultural understanding for high poverty, disenfranchised student populations, help identify and remedy school safety issues, and mediate contexts of bullying and intimidation.

#### *Smaller Learning Communities*

Emphasis will be placed on developing small learning communities and teacher teaming to build personalization and strong student-teacher relationships. A basic model is a team made up of the four core academic teachers (English language arts, math, science, and social studies) who share a common group of students. This “school within a school” allows flexibility in scheduling and opportunities to differentiate placement of students. Ninth and Tenth Grade Academies and Career Academies will be implemented at McClellan to prompt increased success within grades and across areas of study. Ninth and Tenth Grade Academies will facilitate a smoother transitions to upper level coursework while Career Academies will focus on transitioning students into careers and the college arena.

#### *Parent and Community Programs*

Parent and community involvement are essential in the transformation process at McClellan. A parent/community liaison will be hired to spearhead a comprehensive outreach program. The tasks charged to the parent/community liaison include creation and distribution of informational brochures and electronic bulletins, home visits as needed, implementation and advertisement of parent/guardian programs, oversight to ensure increased teacher to parent communications, coordination of family programs during out-of-school time, and recruitment of community partners. The Parent/Community Liaison will be assisted by a site-based School Community Council comprised of school administrators, parents, and community partner representatives.

Parent programs to be implemented include:

- Monthly parent classes on topics including conflict resolution and mediation, communicating effectively, healthy communities, preparing for college/life after high school, and rights and responsibilities as a parent.
- Trainings on email and computer resources, Edline navigation and communication, computer technology trainings, internet websites and research held in conjunction with Saturday programs.



- A First Year Experience (FYE) Summer workshop for parents of incoming freshman addressing topics of truancy/drop out prevention, course selection and graduation requirements, academic and social expectations, respect, responsibility and positive communication, and effective intervention or parents.
- A Summer Workshop for 10<sup>th</sup> grade parents addressing topics including academic support, Nova NET and tutoring, personal guidance and interventions, tracking progress towards graduation, and effective decision making skills for school and home.
- Workshops specifically geared towards special education parents, grandparent caregivers, and foster parents to address non-traditional parenting needs.

The overarching goal is to link parents to their child's learning at multiple points during the school year while providing the parents with the tools and resources needed to actively engage in the learning process. McClellan school leadership is prepared to engage parents in a candid discussion about the school's current performance, develop a shared vision of a much better school, and create a practical understanding of the pathway to success.

## Student Supports

### *Student Suspensions*

A high number of course failures result from student absences due to short-term out-of-school suspensions. In response, students will participate in an on campus short term suspension classroom. They will report to the classroom, continue academic practice, and receive credit for completed assignments. A behavior modification program will be provided.

### *Social and Behavioral Intervention*

A youth specialist will be hired to work with high risk students. The youth specialist will conduct individual and small group counseling sessions on topics such as anger management, avoidance of high risk behavior, resilience strategies, and goal setting and conduct home visits as needed. The youth specialist will also identify mentors from the senior class to assist incoming freshman students. This will serve to increase student leadership opportunities.

### *Increasing Graduation Rates*

A graduation coach will work one-on-one with students starting in the ninth grade. The coach will work with students and their families to learn about college options and other post graduate opportunities such as vocational school and the military. The graduation coach will set up field trips to local colleges, secure guest speakers, and coordinate other enrichment and cultural activities emphasizing life planning, career readiness, and goal setting.

### *Early Warning System*

McClellan will implement the Early Warning System developed by the National High School Center. The Early Warning System (EWS) High School Tool is a software

program that enables schools and districts to identify students who may be at risk of dropping out of high school and to monitor these students' responses to interventions. The tool relies on student level data including attendance, course failures, GPA, credit attainment, and behavior to calculate potential risk for dropping out. EWS helps teachers and school administrators make informed decisions about how to support at-risk students and how to continue to monitor their progress over time. In addition to focusing on individual students, the process guides evaluation of the success of specific supports or interventions and examines possible systemic issues (e.g., school climate) that may relate to dropout trends.

### *Curbing Truancy*

Due to a high number of absences, an Attendance/Truancy Officer will be placed at McClellan to conduct home visits and personal phone calls to check on students experiencing extensive absences. The Attendance/Truancy Officer will play a key role in ensuring effective use of the Early Warning System and will collaborate with the parent/community liaison, the youth specialist, and other student supports to encourage consistent attendance students must maintain to make academic progress.

### *Career and College Readiness*

Career Academies, small learning communities that offer a blend of academic and career study while facilitating pathways between high school and further education and the workplace, will be developed for upper level students. Career Academies will be organized around the themes of engineering, banking and finance, and multimedia arts. Academy students take classes together, remain with the same group of teachers over time, follow a curriculum that includes rigorous academic courses, career-oriented courses, and participation in work-based learning activities.

Keystone courses for incoming freshman and Capstone courses for senior students will offer students opportunities to orient themselves to their academic environment. Keystone courses will offer intensive orientation to the school, staff and high school coursework, followed by instruction and practice to develop skills of communication, time management, study skills and habits, and goal setting. The course will also provide senior student mentoring for young students and opportunities to visit local colleges.

Capstone courses will offer a combination of internship experience, project-based learning, and portfolio development. Course activities will give students the opportunity to collaborate with their peers; practice their presentation and organizational skills; use their knowledge; and showcase what they have learned and achieved during their high school experience and demonstrate that they are ready for life after graduation.

Career Academies, out-of-school time life skills and career orientation, the graduation coach, and the youth specialist in conjunction with repurposed homeroom time and the components described above will expose students to consist and frequent activities to anchor them into the high school experience, recognize the place of high school education in life success, and provide motivation to succeed academically.

### School Leadership and Professional Development

McClellan School Improvement programs will employ a defined and muscular set of effective practices that will rely on the talent, energy, and human capital of the faculty.

#### *Establishing Team Structures to Drive Improvement*

An expanded School Leadership Team, Instructional Teams (i.e. PLCs, Department Teams, Academy Teams), and the School Community Council will serve as the primary structures for planning and decision-making for McClellan School Improvement efforts. These team structures will be incorporated into the school improvement plan and school governance policies. Teams will work through use of written purpose and work plans, and will maintain thorough documentation of all meetings, decisions, and products. Team feedback and input will be collected to ensure that they are experiencing adequate time to meet, timely access to information, and clear expectations. Professional development on effective teaming practices will be provided.

As a component of leadership development and support, the principal will participate in the executive coaching process. Exemplary educators will serve as executive coaches to provide a minimum of three hours per month (September through May) of focused coaching sessions on job-embedded, professional, and organizational goals and needs of the participating principal. This support provides expanded capacity to increase leadership performance of the principal. This process will ensure that the incoming leadership understands the reforms taking place at the school.

#### *Professional Development*

Training to assist teachers in utilizing and analyzing common formative and summative assessment, creating effective lesson plans, using data effectively, assessing student work, guiding student projects, differentiating instruction, and implementing successful teaching strategies will be embedded into the school day. Professional development will occur in a school-wide context and in specialized groups such as the PLCs, School Leadership Team, and Departmental and Academy Teams. PLCs will be built into the academic day and will occur monthly throughout the school year.

As a component of leadership development and support, the principal will participate in the executive coaching process. Exemplary educators will serve executive coaches to provide a minimum of three hours per month (September thru May) of focused coaching sessions on job embedded, professional, and organizational goals and needs of the participating principal. This support provides expanded capacity to increase leadership performance of the principal.

On-site technical assistance visits by the external provider will provide infrastructure for team-building, creating and monitoring the Professional Learning Communities, and assistance tracking and analyzing data. The leadership team will meet weekly and will spend substantial time discussing data collected from classroom walkthroughs and focus walks. Administrators will spend up to one hour a day (at least three days a

week) in the classroom focusing on students and their needs and conduct walkthroughs on a continual basis.

McClellan will be designated as National Board Candidate Support Site. McClellan National Board Certified teachers will work with the National Board for Professional teaching Standards to encourage and increase greater participation of local teachers in the National Board certification process, target minority teacher participation, improve educational practices, and improve student learning in the classroom, achievement on standardized tests, and college and career success. Recognizing the role of highly qualified teachers in pushing the school improvement process, grant funds will be utilized for certification fees, a retreat for candidate portfolio development, facilitators to support candidates, and trainers for the McClellan NB Candidate Support Site. Twenty-eight teachers have signed a commitment to participate in the certification process beginning in 2012-2013 school year.

Teachers will be encouraged to participate in the Sheltered Instruction Observation Protocol (SIOP) Model, a well articulated, practical model of sheltered instruction. The intent of the model is to facilitate high quality instruction for English Learners in content area teaching. Sheltered instruction is an instructional approach that engages ELLs to develop grade-level content area knowledge, academic skills, and increased English proficiency. Participating instructors will understand the research-based framework of the sheltered instruction approach for English language learners, become versed in the components of effective sheltered instruction lessons, and practice observing and evaluating sheltered instruction lessons.

Professional Development programs will highlight and reinforce the critical place of all teachers and school leaders in creating continuous school improvement. Programs will empower participants to understand their own capabilities to help students achieve and be provided the resources students, teachers, and administrators need to flourish.

### **External Providers**

Extensive information pertaining to the recruitment, screening, and selection of external providers is detailed in the Step 4: Question 2 of the proposal.

### **Alignment of Resources**

State and federal funding sources including Title I, Title IIA, and Title III funds and 21<sup>st</sup> Century Community Learning Center funds will be leveraged to ensure effective interventions to address areas of greatest need.

### **Modifications**

Current barriers facing the school and modifications to practices and policies are addressed in Step 1, Transformation Model, Question 2 section of the proposal.

### **Sustaining the Reforms**

The McClellan transformation plan includes strategic focus to promote sustainability of reforms. Measures to promote sustainability are embedded into the intervention

implementation. The program design promotes development of capacity across the school with activities targeting teachers, school leadership, community partners, and parents; fosters new leadership; cultivates strong community and district support; develops infrastructures to enable ongoing monitoring and evaluation of programs; and integrates time for big-picture program planning, reflection, and revision into the school schedule.

The school and the district understand that strong program implementation is the key to sustainability. Web-based tools including Indistar and Data Director will be utilized from the very beginning of the school improvement programs to ensure ongoing monitoring of implementation and measurement of impact on student and school performance. School sites will utilize Indistar web-based evaluation and monitoring system to track 93 indicators relating to the School Improvement process. District central office staff can access the Indistar system to review school program data and assist in prompting action in needed areas. The School Improvement teams will meet to review and discuss areas highlighted by the system as needing enhancement. Use of Indistar, *DataDirector*, and the Early Warning System will ensure a laser focus on program progress and indicators of student success.

Recognizing that costs are inherent to program continuation, the District will assume much of the financial responsibility of sustaining school improvement efforts. The District is prepared to support the program with a combination of local, federal, and state funds including Title I, Title IIA, Title III, and discretionary grant funds. The district's Grants Director, who is responsible for procuring grants, will assist the schools in applying for State, Federal and foundation grants to continue the innovative educational activities initiated. McClellan leadership and LRSD Central office staff are committed to the school improvement process. The reform efforts will be embedded in the school ACSIP plan and an ongoing accountability process will be put in place to ensure continual review and renewal of transformation implementations and monitor for continual progress. By the end of the grant period, the program will be supported by an array of community supports and district funding.

SECTION B, PART 4:

**B. DESCRIPTIVE INFORMATION: Proposed Activities for Tier III Schools**

There are not Tier III schools eligible or included.

SECTION B, PART 5:

ADE Timeline

Task	Date To Be Completed
1. Written and verbal notification to superintendents of LEAs eligible to receive a SIG 1003(g) grant.	Within a week of approval of ADE's SIG 1003(g) grant by USDOE.
2. LEA's letter of intent to apply sent to SEA	April 16, 2012
3. Release LEA applications and guidelines for eligible applicants.	Within a week of approval of ADE's SIG 1003(g) grant by USDOE.
4. LEA application due for Tier I and Tier II schools.	May 18, 2012
5. Application Review by ADE * Review process is on the following page.	May 21 -25
6. Award funds to LEAs so that intervention models can be implemented by the beginning of the 2011-2012 school year.	June 1, 2012
7. LEA applications for Tier III schools due.	TBA

8. Award funds to LEAs for Tier III schools.	TBA
9. Provide technical assistance for initial grant implementation.	April 2012 – June 2013

### **ADE REVIEW PROCESS:**

A comprehensive rubric addressing each area of the school application and intervention models will be utilized to score the application and ensure that the LEA and school have the capacity to use school improvement funds to provide adequate resources and related supports. The application is divided into six sections. Two sections require general information. The remaining four sections have a maximum point value of 150 points. If an LEA receives a score of 0 on any section funding will not be granted. LEA applications will not be revised after the final due date. In order to be considered for funding an LEA application must receive at least 75 of the 150 points available. The LEA must submit a separate application for each school. A team of ADE staff members will review all LEA applications and assess the adequacy and appropriateness of each component. Team members will include Title I, school improvement, accountability, curriculum and assessment, and federal finance. Each member will have the opportunity to comment and provide feedback on each section of the application. The number of grants awarded will be based upon funding and application reviews. Grants will be prioritized based on the final scores of the comprehensive rubric review by the ADE team. Funding limitations prohibit Tier III schools from applying for this grant at this time. If future funding becomes available for Tier III schools they will be prioritized based on funding and application reviews.

### **B. DESCRIPTIVE INFORMATION: Timeline**

#### **YEAR ONE TIMELINE**



The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I, Tier II and Tier III school identified in Part A of the application.

May 2012– June 2012 Pre-implementation

Please describe the monthly action steps the LEA will take to plan and prepare for the implementation of an intervention model.

May	
June	<ul style="list-style-type: none"><li>• Form selection committee for External School Reform Service Provider</li><li>• Complete the selection process for external provider; negotiate contract and secure school board approval</li><li>• Develop quarterly goals and timeline of activities with external providers</li><li>• Advertise and hire parent community liaison; youth specialist; graduation coach; truancy officer, out of school suspension teacher</li><li>• Convene the district level SIG leadership team</li></ul>

## 2012-2013 School Year

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

July	<ul style="list-style-type: none"> <li>• Make initial orders of technology and supplies</li> <li>• Begin Planning for Results by studying the data and identifying students in areas of strengths and needs for classroom instruction and safety net intervention</li> <li>• Revisit what has been accomplished from Professional Learning Communities</li> <li>• Prepare for READ 180 implementation</li> <li>• Finalize and set up the out-of-school suspension program</li> <li>• Create grade level lesson plans for daily Homeroom classes</li> <li>• Professional development with graduation coach, youth specialist, attendance officer and parent liaison. The creation of a strategic intervention plan will be developed.</li> </ul>
August	<ul style="list-style-type: none"> <li>• Conduct a 9<sup>th</sup> and 10<sup>th</sup> grade Summer planning retreat</li> <li>• Provide professional development for the Academic Intervention Specialists</li> <li>• Convene the school based leadership team</li> <li>• Orientation to the SIG grant with all staff members</li> <li>• Development of Professional Learning Communities</li> <li>• Discuss the needs and topics for upcoming teacher meetings</li> <li>• Develop or reinstate the Leadership Team and determine duties of each member</li> <li>• Principal and External School Reform Service Provider establish protocol for classroom visits</li> <li>• Implement the attendance incentive for staff</li> <li>• Review School Improvement Grant implementation plan with faculty and at first PTA meeting</li> <li>• Parent and community electronic newsletter</li> <li>• Convene the District SIG Leadership Team</li> </ul>
September	<ul style="list-style-type: none"> <li>• Launch attendance campaign for students</li> <li>• Continue purchasing requested supplies, materials and equipment</li> <li>• Conduct initiate preparations for National Board Candidate program</li> <li>• Early morning professional development sessions</li> <li>• Begin 9<sup>th</sup> and 10<sup>th</sup> grade Academy weekly or biweekly meetings (before or after school)</li> <li>• External School Reform Service Provider and Leadership will visit classrooms together and debrief findings. This will occur on a regular basis throughout the year</li> <li>• Begin parent functions and classes</li> <li>• Implement Twilight School</li> <li>• Populate the Early Warning System</li> <li>• Implement extended learning opportunities</li> <li>• Develop safety net interventions from data results</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher Meeting focused on student work</li> <li>• Assessment of First 30 Days and Next Steps targeted</li> <li>• Begin out of school suspension program</li> </ul>
October	<ul style="list-style-type: none"> <li>• Begin after school and before school programs</li> <li>• External School Reform Service Provider and Leadership will visit classrooms together and debrief findings. This will occur on a regular basis throughout the year</li> <li>• Begin school culture assessment and professional development sessions</li> <li>• Continue Walkthroughs</li> <li>• Begin culture professional development</li> <li>• Begin/Update Data Walls</li> <li>• Teacher Meetings focused on Student Work</li> </ul>
November	<ul style="list-style-type: none"> <li>• Deepen the collaborative work of teachers within the professional learning communities</li> <li>• Build the skills of science and social studies teachers in content literacy</li> <li>• External School Reform Service Provider and Leadership will visit classrooms together and debrief findings</li> <li>• Continue data updates on student progress</li> </ul>
December	<ul style="list-style-type: none"> <li>• Deepen the collaborative work of teachers within the professional learning communities</li> <li>• External School Reform Service Provider and Leadership will visit classrooms together and debrief findings</li> <li>• Convene district leadership team</li> </ul>
January	<ul style="list-style-type: none"> <li>• Update data walls</li> <li>• Reassess PLC topics/progress/next step</li> <li>• External School Reform Service Provider and Leadership will visit classrooms together and debrief findings</li> <li>• Proceed with culture professional development</li> <li>• Continue Walkthroughs – review walkthrough data</li> </ul>
February	<ul style="list-style-type: none"> <li>• Deepen the collaborative work of teachers within the professional learning communities</li> <li>• Continue Professional Development of science and social studies teachers in content literacy</li> <li>• Continue with standards-based instruction</li> <li>• External School Reform Service Provider and Leadership will visit classrooms together and debrief findings</li> <li>• Continue Walkthroughs</li> </ul>
March	<ul style="list-style-type: none"> <li>• Deepen the collaborative work of teachers within the professional learning communities</li> <li>• Continue Professional Development of science and social studies teachers in content literacy</li> <li>• Continue with standards-based instruction</li> <li>• External School Reform Service Provider and Leadership will visit classrooms together and debrief finding</li> <li>• Continue culture professional development</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue data updates on student progress</li> </ul>
April	<ul style="list-style-type: none"> <li>• Deepen the collaborative work of teachers within the professional learning communities</li> <li>• Continue Professional Development of science and social studies teachers in content literacy</li> <li>• Continue with standards-based instruction</li> <li>• Continue data updates on student progress</li> </ul>
May	<ul style="list-style-type: none"> <li>• Deepen the collaborative work of teachers within the professional learning communities</li> <li>• Continue Professional Development of science and social studies teachers in content literacy</li> <li>• Convene district leadership team</li> </ul>
June	<ul style="list-style-type: none"> <li>• Revisit what has been accomplished from Professional Learning Communities and establish protocols for the coming year</li> <li>• Review professional development for the year and determine needs and next steps for the coming year</li> <li>• Summer Academy – professional development</li> <li>• Determine staff needs</li> </ul>
July	<ul style="list-style-type: none"> <li>• Determine staff assignments</li> <li>• Order all necessary materials for implementation for the next year</li> <li>• Outline and discuss year one lessons learned and implementation adjustments with stakeholders</li> <li>• Continue studying the data and identifying students in areas of strengths and needs for classroom instruction</li> </ul>

## 2013-2014 School Year

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

July	<ul style="list-style-type: none"> <li>• Make orders of technology and supplies</li> <li>• Finalize and set up the out-of-school suspension program</li> <li>• Create grade level lesson plans for daily Homeroom classes</li> <li>• Prepare for Early Start Program</li> </ul>
August	<ul style="list-style-type: none"> <li>• Conduct a 9<sup>th</sup> and 10<sup>th</sup> grade Summer planning retreat</li> <li>• Provide professional development for the Academic Intervention Specialists</li> <li>• Convene the school based leadership team</li> <li>• Orientation to the Design with all staff members</li> <li>• Discuss the needs and topics for upcoming teacher meetings</li> <li>• Develop or reinstate the Leadership Team and determine duties of each member</li> <li>• Principal and External School Reform Service Provider establish protocol for classroom visits</li> <li>• Implement the attendance incentive</li> <li>• Review School Improvement Grant implementation plan with faculty and at first PTA meeting</li> <li>• Parent and community electronic newsletter</li> <li>• Initiate the Early Warning System</li> </ul>
September	<ul style="list-style-type: none"> <li>• Conduct initiate preparations for National Board Candidate program</li> <li>• Early morning professional development sessions</li> <li>• Begin 9<sup>th</sup> and 10<sup>th</sup> grade Academy weekly or biweekly meetings (before or after school)</li> <li>• External School Reform Service Provider and Leadership will visit classrooms together and debrief findings. This will occur on a regular basis throughout the year</li> <li>• Begin parent functions and classes</li> <li>• Teacher Meeting focused on student work</li> <li>• This will be on-going throughout the year</li> <li>• Continue out of school suspension program</li> <li>• Continue culture professional development</li> </ul>
October	<ul style="list-style-type: none"> <li>• Begin after school and before school programs</li> <li>• External School Reform Service Provider and Leadership will visit classrooms together and debrief findings. This will occur on a regular basis throughout the year</li> <li>• Begin/Update Data Walls</li> <li>• Teacher Meetings focused on Student Work</li> </ul>
November	<ul style="list-style-type: none"> <li>• Deepen the collaborative work of teachers within the professional learning communities</li> <li>• Build the skills of science and social studies teachers in content literacy</li> </ul>

	<ul style="list-style-type: none"> <li>• External School Reform Service Provider and Leadership will visit classrooms together and debrief findings</li> </ul>
December	<ul style="list-style-type: none"> <li>• Deepen the collaborative work of teachers within the professional learning communities</li> <li>• External School Reform Service Provider and Leadership will visit classrooms together and debrief findings</li> <li>• Continue Walk Throughs</li> </ul>
January	<ul style="list-style-type: none"> <li>• Update data walls</li> <li>• Reassess PLC topics/progress/next steps</li> <li>• External School Reform Service Provider and Leadership will visit classrooms together and debrief findings</li> <li>• Continue Walks Throughs</li> </ul>
February	<ul style="list-style-type: none"> <li>• Deepen the collaborative work of teachers within the professional learning communities</li> <li>• Continue Professional Development of science and social studies teachers in content literacy</li> <li>• External School Reform Service Provider and Leadership will visit classrooms together and debrief findings</li> <li>• Continue Focus Throughs</li> <li>• Continue culture professional development</li> </ul>
March	<ul style="list-style-type: none"> <li>• Deepen the collaborative work of teachers within the professional learning communities</li> <li>• Continue Professional Development of science and social studies teachers in content literacy</li> <li>• External School Reform Service Provider and Leadership will visit classrooms together and debrief findings</li> <li>• Continue Walks Throughs</li> <li>• Continue interventions and data updates on student progress</li> </ul>
April	<ul style="list-style-type: none"> <li>• Deepen the collaborative work of teachers within the professional learning communities</li> <li>• Continue Professional Development of science and social studies teachers in content literacy</li> <li>• Cluster Leaders and Leadership will visit classrooms together and debrief findings</li> <li>• Continue Walks throughs</li> <li>• Continue interventions and data updates on student progress</li> <li>• Continue culture professional development</li> </ul>
May	<ul style="list-style-type: none"> <li>• Deepen the collaborative work of teachers within the professional learning communities</li> <li>• Continue Professional Development of science and social studies teachers in content literacy</li> <li>• Continue with standards-based instruction</li> <li>• Continue Walks Throughs</li> <li>• Continue interventions and data updates on student progress</li> <li>• Network 5: Topic to be Determined</li> <li>• Quality Review</li> </ul>
June	<ul style="list-style-type: none"> <li>• Assess the Planning for Results by studying the data and identifying students in areas of strengths and</li> </ul>

	<p>needs for classroom instruction, safety net intervention, and update data wall</p> <ul style="list-style-type: none"> <li>• Revisit what has been accomplished from Professional Learning Communities and establish protocols for the coming year</li> <li>• Review professional development for the year and determine needs and next steps for the coming year</li> <li>• Summer Academy – professional development</li> <li>• Determine staff needs</li> </ul>
July	<ul style="list-style-type: none"> <li>• Determine staff assignments</li> <li>• Order all necessary materials for implementation for the next year</li> <li>• Outline and discuss year one lessons learned and implementation adjustments with stakeholders</li> <li>• Continue by studying the data and identifying students in areas of strengths and needs for classroom instruction and safety net intervention</li> </ul>

## 2014-2015 School Year

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

July	<ul style="list-style-type: none"> <li>• Make initial orders of supplies and materials</li> <li>• Begin Planning for Results by studying the data and identifying students in areas of strengths and needs for classroom instruction and safety net intervention</li> <li>• Prepare for READ 180 implementation</li> <li>• Finalize and set up the out-of-school suspension program</li> <li>• Create grade level lesson plans for daily Homeroom classes</li> <li>• Professional development on the Early Warning System with graduation coach, youth specialist, and parent liaison. The creation of a strategic intervention plan will be developed.</li> </ul>
August	<ul style="list-style-type: none"> <li>• Conduct a 9<sup>th</sup> and 10<sup>th</sup> grade Summer planning retreat</li> <li>• Provide professional development for the Academic Intervention Specialists</li> <li>• Convene the school based leadership team</li> <li>• Discuss the needs and topics for upcoming teacher meetings</li> <li>• Develop or reinstate the Leadership Team and determine duties of each member</li> <li>• Principal and External School Reform Service Provider establish protocol for classroom visits</li> <li>• Implement the attendance incentive</li> <li>• Review School Improvement Grant implementation plan with faculty and at first PTA meeting</li> <li>• Parent and community electronic newsletter</li> <li>• Initiate the Early Warning System</li> </ul>
September	<ul style="list-style-type: none"> <li>• Conduct initiate preparations for National Board Candidate program</li> <li>• Early morning professional development sessions</li> <li>• Begin 9<sup>th</sup> and 10<sup>th</sup> grade Academy weekly or biweekly meetings (before or after school)</li> <li>• Begin parent functions and classes</li> <li>• Develop safety net interventions from data results</li> <li>• Teacher Meeting focused on student work</li> <li>• Begin out of school suspension program</li> </ul>
October	<ul style="list-style-type: none"> <li>• Begin after school and before school programs</li> <li>• External School Reform Service Provider and Leadership will visit classrooms together and debrief findings. This will occur on a regular basis throughout the year</li> </ul>



	<ul style="list-style-type: none"> <li>• Continue Walks Throughs</li> <li>• Begin/Update Data Walls</li> <li>• Teacher Meetings focused on Student Work</li> </ul>
November	<ul style="list-style-type: none"> <li>• Deepen the collaborative work of teachers within the professional learning communities</li> <li>• Build the skills of science and social studies teachers in content literacy</li> <li>• External School Reform Service Provider and Leadership will visit classrooms together and debrief findings</li> <li>• Continue Walks Throughs</li> <li>• Continue interventions and data updates on student progress</li> </ul>
December	<ul style="list-style-type: none"> <li>• Deepen the collaborative work of teachers within the professional learning communities</li> <li>• Continue Focus Walks Throughs</li> </ul>
January	<ul style="list-style-type: none"> <li>• Update data walls</li> <li>• Reassess PLC topics/progress/next steps</li> <li>• External School Reform Service Provider and Leadership will visit classrooms together and debrief findings</li> <li>• Continue Walks Throughs</li> </ul>
February	<ul style="list-style-type: none"> <li>• Deepen the collaborative work of teachers within the professional learning communities</li> <li>• Continue Professional Development of science and social studies teachers in content literacy</li> <li>• External School Reform Service Provider and Leadership will visit classrooms together and debrief findings</li> <li>• Continue Walk Throughs</li> </ul>
March	<ul style="list-style-type: none"> <li>• Deepen the collaborative work of teachers within the professional learning communities</li> <li>• Continue Professional Development of science and social studies teachers in content literacy</li> <li>• Continue Walks Throughs</li> <li>• Continue interventions and data updates on student progress</li> </ul>
April	<ul style="list-style-type: none"> <li>• Deepen the collaborative work of teachers within the professional learning communities</li> <li>• Continue Professional Development of science and social studies teachers in content literacy</li> <li>• Cluster Leaders and Leadership will visit classrooms together and debrief findings</li> <li>• Continue Walks Throughs</li> <li>• Continue interventions and data updates on student progress</li> </ul>
May	<ul style="list-style-type: none"> <li>• Deepen the collaborative work of teachers within the professional learning communities</li> <li>• Continue Professional Development of science and social studies teachers in content literacy</li> <li>• Continue Walks Throughs</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue interventions and data updates on student progress</li> <li>•</li> </ul>
June	<ul style="list-style-type: none"> <li>• Assess the interventions by studying the data and identifying students in areas of strengths and needs for classroom instruction, safety net intervention, and update data wall</li> <li>• Revisit what has been accomplished from Professional Learning Communities and establish protocols for the coming year</li> <li>• Review professional development for the year and determine needs and next steps for the coming year</li> <li>• Summer Academy – professional development</li> <li>• Determine staff needs</li> </ul>
July	<ul style="list-style-type: none"> <li>• Determine staff assignments</li> <li>• Outline and discuss year one lessons learned and implementation adjustments with stakeholders</li> <li>• Continue by studying the data and identifying students in areas of strengths and needs for classroom instruction and safety net intervention</li> </ul>

SECTION B, PART 6:

**B. DESCRIPTIVE INFORMATION: LEA Consultation**

List planning meetings the school has with departments (e.g. special education, transportation) or other schools in the LEA.

Date	Department	Attendees	
		Name	Position
4/26/2012	Transportation	Michael Martello	Director of Transportation
		Linda Young	Director of Grants and Program Development
4/27/2012 & 5/9/2012	Superintendent	Dr. Morris Holmes	Superintendent
		Linda Young	Director of Grants and Program Development
		Marvin Burton (Included 5/9/12)	Master Principal/Associate Superintendent
		Coniell Bursac (Included 5/9/12)	Grants Specialist
5/8/2012	Information Technology	Richard Blair	Program Analyst
		Matthew Adams	Program Analyst
		Summer Young	Program Analyst
5/9/2012	Procurement	Darral Paradis	Director of Procurement
		Linda Young	Director of Grants and Program Development
5/10/2012	School Board	Dianne Curry	Board Member
		Norma Jean Johnson	Board Member
		Dr. Michael Nellums	Board Member
		Melanie Fox	Board Member
		Greg Adams	Board Member
		Jody Carreiro	Board Member
		Charles Armstrong	Board Member

**C. BUDGET:** An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II and Tier III school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to –

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools: and
- Implement intervention activities for each Tier III school it commits to serve.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000. Each school can receive no more than \$6,000,000 over three years.

Please note that for a given required criteria, the estimated budget amounts may differ each year depending on your needs and progress in the implementation process. These amounts may be amended in subsequent years based on your actual needs.

## SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Little Rock School District/McClellan Magnet High School

Tier I

Total 3-Year Budget \$4,302,960.00

### **Pre-Implementation:**

**SIG funds used for pre-implementation must be tied to the model being selected. These are some examples of potential activities.**

- Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans.
- Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model
- Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2012-2013 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and developing student assessments.
- Train staff on the implementation of new or revised instructional programs and policies that is aligned with the school's comprehensive instructional plan and the school's intervention model.
- Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

## COMPLETE THREE YEAR BUDGET FOR THE MODEL CHOSEN

All of the SIG funds an LEA uses in a Tier I or Tier II school must be used to support the LEA's implementation of one of the four school intervention models, each of which represents a comprehensive approach to addressing the particular needs of the students in a school as identified through the LEA's needs assessment. Accordingly, in determining whether a particular proposed use of SIG funds is allowable, an LEA should consider whether the proposed use is directly related to the full and effective implementation of the model selected by the LEA, whether it will address the needs identified by the LEA, and whether it will advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools. In addition, in accordance with general cost principles governing the SIG program, an SEA must ensure that a proposed use of funds is reasonable and necessary. Further, an LEA must consider whether the proposed use of SIG funds would run afoul of the —supplement not supplant requirement— i.e., for a school operating a schoolwide program, the school must receive all of the non-Federal funds it would have received if it were not operating a schoolwide program, including all non-Federal funds necessary for the operation of the school's basic educational program.

Please check ☒ any budget activity that is part of your pre-implementation and use the first column under year 1 for the budgeted amount.

TURNAROUND MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre-Imp			
<input type="checkbox"/> 1. Developing teacher and school leader effectiveness				
<input type="checkbox"/> Select a new principal				
<input type="checkbox"/> Make staff replacements				
<input type="checkbox"/> Support required, recommended and diagnostic strategies				
<input type="checkbox"/> Change and sustain decision making policies and mechanisms				
<input type="checkbox"/> Change and sustain operational practices				
<input type="checkbox"/> Implement local evaluations of teachers and principal				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				

Subtotal				
<input type="checkbox"/> 2. Reforming instructional programs				
<input type="checkbox"/> Develop data collection and analysis processes				
<input type="checkbox"/> Use data to drive decision making				
<input type="checkbox"/> Align curriculum vertically and horizontally				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 3. Increasing learning time and creating community-oriented schools				
<input type="checkbox"/> Increase learning time (extended day, week, or year)				
<input type="checkbox"/> Develop community partnerships that support the model				
<input type="checkbox"/> Implement parent and community involvement strategies for ongoing engagement and support				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 4. Flexibility and Sustain Support				
<input type="checkbox"/> Implement a comprehensive approach to school transformation				
<input type="checkbox"/> Ongoing, intensive professional development and technical assistance from the LEA and the SEA				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				

<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 5. LEA-activities designed to support implementation of the turnaround model				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
Total for Transformation Model				

CLOSURE MODEL	YEAR 1	YEAR 2	YEAR 3
	Pre-Imp		
<input type="checkbox"/> Costs associated with parent and community outreach			
<input type="checkbox"/> Costs for student attending new school			
Subtotal			



Restart Model	YEAR 1		YEAR 2	YEAR 3
	Pre-Imp			
<input type="checkbox"/> Convert or close school and reopen under a charter school operator or education management organization that has been selected through a rigorous selection process				
<input type="checkbox"/> Enroll, within the grades it serves, any former student who wishes to attend the school.				
<input type="checkbox"/> LEA-activities designed to support implementation of the restart model				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Total				

TRANSFORMATION MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre - Imp			
<input type="checkbox"/> Select a new principal				
<input type="checkbox"/> Assign effective teachers and leaders to lowest achieving schools				
<input type="checkbox"/> Recruit, place and retain staff				
<input type="checkbox"/> Select new staff				

<input type="checkbox"/> Replace staff deemed ineffective				
<input type="checkbox"/> Negotiate collective bargaining agreements				
<input type="checkbox"/> Support for staff being reassigned				
<input type="checkbox"/> Retaining surplus staff				
<input checked="" type="checkbox"/> Create partnerships to support transformation model		225,000	155,375	83,440
<input type="checkbox"/> Change decision-making policies and mechanisms around infusion of human capital				
<input type="checkbox"/> Adopt a new governance structure				
<input checked="" type="checkbox"/> High-quality, job-embedded professional development		129,495	129,495	56,795
<input checked="" type="checkbox"/> Implementing data collection and analysis structures		16,250	16,900	17,576
<input checked="" type="checkbox"/> Increase learning team (extended day, week, and/or year)		200,733	235,910	215,154
<input checked="" type="checkbox"/> Student supports (emotional, social, and community-based)		525,331	530,760	557,821
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
<input checked="" type="checkbox"/> Implement financial incentive for excellent attendance for all staff and provide increased opportunities for career growth		225,325	152,400	152,400
<input checked="" type="checkbox"/> Integrating technology as a part of instruction		348,900	327,200	0
<input type="checkbox"/>				
LEA-activities designed to support implementation of the transformation model				
Total		1,671,734	1,548,040	1,083,186

**Tier III:**

Provide a budget that indicates the amount of SIG funds the school and LEA will use to support school improvement activities at the school or LEA level.

Activity	Explanation	Amount
	.	
Total		

## **Budget Narrative:**

### Requirements

- Must include justification of cost estimates
- Must include description of large budget items
- Must be aligned with the budget table
- Must describe how funds from different sources will be utilized

**Little Rock School District**  
**School Improvement Grant 1003 (g)**  
**McClellan High School**                      **Year 1    2012 - 2013**

<b><u>Category</u></b>	<b><u>FTE</u></b>	<b><u>Salary</u></b>	<b><u>Total</u></b>
<b>Employee Salaries</b>			
A. Personnel			
(1) Graduation Coach	1	\$60,000	\$60,000
(2) Academic Intervention Specialist	4	\$42,000	\$168,000
(3) Parent/Community Liaison	1	\$25,000	\$25,000
(4) Attendance/Tuancy Officer	1	\$30,000	\$30,000
(5) Out of school suspension classroom	1	\$42,000	\$42,000
(6) Youth Specialist	1	\$55,000	\$55,000
(7) Turnaround Monitoring Specialist (25% - cost shared by three school sites)	0.25	\$65,000	\$16,250
(8) Twilight School Teachers	0.75	\$42,000	\$31,500
(9) Twilight School Instructional Aide	0.75	\$25,000	\$18,750
<b>Subtotal/salaries</b>			<b>\$446,500</b>
	<b>Number</b>	<b>Rate</b>	<b>Total</b>
B. Teacher stipends/compensations			
(1) Professional development and grant planning and preparation for rapid implementation <i>(15 tchrs. X \$280/per day x 10 days)</i>	15	\$2,800	\$42,000
(2) Saturday School: 15 three-hour sessions <i>(7 tchrs. X 15 sessions x 3 hrs. x \$25/per hour)</i>	7	\$1,125	\$7,875

(3) After school tutoring (5 tchrs. X 100 sessions x 2 hrs. x \$25/per hour)	4	\$5,000	\$20,000	
(4) Intensive off contract professional development time such as after school, summer, Saturday professional development sessions (50 tchrs. X 15 hours x \$25)	50	\$375	\$18,750	
(5) All staff (certified and non-certified) excellent attendance incentive  (\$200 per nine week period x 4 nine week periods x 136 staff + \$200 award for perfect annual attendance. To qualify for the incentive program staff member must have perfect attendance but is allowed one sick or personal day per 9-week period.)	136	\$1,000	\$136,000	
(6) Summer Seminars for topics such as Content Knowledge/Common Core/Academies/differentiated instruction (25 hours x 45 teachers x \$25/per hour)	45	\$625	\$28,125	
(7) Before school tutoring and library hour (1 teachers x 125 days x \$25/per hour)	1	\$3,125	\$3,125	
(8) Teachers for summer program for students (24 days x 4 teachers x 4 hours per day x \$25/hr.)	4	\$2,400	\$9,600	
(9) One National Board Certified Teachers program facilitator and 10 trainers: 21 three -hour meetings @ \$25 per hour	11	\$1,575	\$17,325	
<b>Subtotal/stipends</b>				<b>\$282,800</b>

<b>Fringe</b>	<b>Base</b>	<b>Rate</b>	<b>Total</b>
(1) Full time personnel			
FICA (7.65%)	\$446,500	7.65%	\$34,157
Retirement (14%)	\$446,500	14%	\$62,510
Workmen's Compensation (1.47%)	\$446,500	1.47%	\$6,564
Health	10.5	\$4,200	\$44,100
(2) Stipend personnel (7.65% + 14% + 1.47%)	\$282,800	23.12%	\$65,383

**Subtotal/fringe****\$212,714****Purchased Services**

(1) External Provider - TBD

\$162,000

*(90 days of on site technical assistance with an estimated 30 days for literacy/30 days for math/30 days for science @ \$1,800 per day)*

(2) School Climate/School Culture Consultant

*(20 days on site technical assistance @ \$1,650 = \$33,000 plus travel for four trips: \$450 airfare + 3 nights hotel @ \$125 per night = \$825 per trip x 4 trips = \$3,300*

\$36,300

(3) Student transportation for AVID college visit

**Number****Rate****Total**

*Four college visits @ \$625 per visit for transportation*

4

\$625

\$2,500

(5) Student transportation for college site visits and enrichment/cultural/incentive activities

*(Student transportation: Field trip rate: \$450 per trip using commercial bus x 8 trips; Note: Commercial buses are needed due to restricted access to district buses. District buses will be used whenever feasible.)*

8

\$450

\$3,600

(6) Travel expenses to AVID summer conference

*(6 participants @ \$1,100 per person for lodging, travel and food)*

6

\$1,100

\$6,600

(7) Executive Coaching

*(Stipends for executive coach @ \$60/per hour x 9 months x 3 hours per month)*

27

\$60

\$1,620

*(8) National Board for Professional Teaching Standards Partnership fees: 28 teacher candidates @ \$2,500 per candidate*

28

\$2,500

\$70,000

**Subtotal/purchased services****\$282,620**

## Equipment

(1) Project Lead the Way: \$75,000

(Computer lab per engineering specifications; computer software required for PLTW courses. No charge for the PLTW curriculum.)

(2) 100 laptops	100	\$1,250	\$125,000
(3) Four laptop security carts	4	\$4,000	\$16,000
(4) Wireless printers for laptop and iPad carts	8	\$300	\$2,400
(5) 200 iPads with shock proof cover	200	\$525	\$105,000
(6) Four iPad security carts	4	\$2,500	\$10,000
(7) Desktop computers for new SIG staff	10	\$1,200	\$12,000
(8) Printers for new SIG staff	10	\$350	\$3,500

## Subtotal/Equipment

**\$348,900**

## Materials and Supplies

Student incentives for improved attendance/grades/discipline

( 800 students x \$8/per student x 2 events or activities to reward increased academics/increased attendance/decreased discipline; incentives would have an educational, cultural or enrichment focus)

800	\$16	\$12,800
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Literacy materials

(Literacy materials to support school wide literacy across the curriculum and leveled readers for SPED classes)

800	\$20	\$16,000
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(800 x \$20 per student)

Math manipulatives; graphing calculators and other hands on math materials and supplies

800	\$20	\$16,000
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(800 students x \$20 per student)			
Advanced Placement Materials and supplies			
<i>(\$750 per class x 10 classes)</i>	10	\$750	\$7,500
Materials and supplies for 9th grade academy; 10th grade academy; theme based academies: multimedia/engineering/banking finance to support academy functions	5	\$2,000	\$10,000
Science materials and supplies			
<i>(800 students x \$25 per student)</i>	800	\$25	\$20,000
Program supplies and office supplies for SIG staff	9	\$500	\$4,500
<i>(9 staff members x \$500 per person )</i>			
Parent/family sessions; informational brochures; supplies and child care for parent meetings			
<i>(6 sessions x \$400 per session)</i>	6	\$400	\$2,400
Twilight School materials and supplies			\$2,000
Academic materials and supplies for interventionists including progress monitoring tools			\$5,000
National Board for Professional Teaching Retreat and supplies			\$2,000
Subtotal/supplies			<b>\$98,200</b>
<b>Total</b>			<b>\$1,671,734</b>

**Little Rock School District**  
**School Improvement Grant 1003 (g)**  
**McClellan High School**      **Year 2    2013- 2014**

<u>Category</u>	<u>FTE</u>	<u>Salary</u>	<u>Total</u>
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## Employee Salaries

### A. Personnel

(1) Graduation Coach	1	\$62,400	\$62,400
(2) Academic Intervention Specialist	4	\$43,680	\$174,720
(3) Parent/Community Liaison	1	\$26,000	\$26,000
(4) Attendance/Truancy Officer	1	\$31,200	\$31,200
(5) Out of school suspension classroom	1	\$43,680	\$43,680
(6) Youth Specialist	1	\$57,200	\$57,200
(7) Turnaround Monitoring Specialist (25% - cost shared by three school sites)	0.25	\$67,600	\$16,900
(8) Twilight School Teachers	0.75	\$43,680	\$32,760
(9) Twilight School Instructional Aide	0.75	\$26,000	\$19,500

### Subtotal/salaries

**\$464,360**

	Number	Rate	Total
B. Teacher stipends/compensations			
(1) 9th grade Early Start Program: Formal school years begins 5 days early for 9th graders. Teachers return five days early for planning, training and preparation. Teacher daily rate of pay - estimating \$280 as average daily rate of pay (15 tchrs. X \$280/per day x 10 days)	15	\$2,800	\$42,000
(2) Saturday School: 15 three-hour sessions (7 tchrs. X 15 sessions x 3 hrs. x \$25/per hour)	7	\$1,125	\$7,875
(3) After school tutoring (8 tchrs. X 100 sessions x 2 hrs. x \$25/per hour)	8	\$5,000	\$40,000

(4) Intensive off contract professional development time such as after school, summer, Saturday professional development sessions (50 tchrs. X 15 hours x \$25)	50	\$375	\$18,750	
(5) All staff (certified and non-certified) excellent attendance incentive  (\$200 per nine week period x 4 nine week periods x 136 staff + \$200 award for perfect annual attendance. To qualify for the incentive program staff member must have perfect attendance but is allowed one sick or personal day per 9-week period.)	136	\$1,000	\$136,000	
(6) Summer Seminars for topics such as Content Knowledge/Common Core/Academies/differentiated instruction (25 hours x 45 teachers x \$25/per hour)	45	\$625	\$28,125	
(7) Before school tutoring and library hour (1 teachers x 125 days x \$25/per hour)	1	\$3,125	\$3,125	
(8) Teachers for summer program for students (24 days x 8 teachers x 4 hours per day x \$25/hr.)	8	\$2,400	\$19,200	
(9) One National Board Certified Teachers program facilitator and 1 trainers: 21 three -hour meetings @ \$25 per hour	2	\$1,575	\$3,150	
<b>Subtotal/stipends</b>				<b>\$298,225</b>
<b>Fringe</b>	<b>Base</b>	<b>Rate</b>	<b>Total</b>	
(1) Full time personnel				
FICA (7.65%)	\$464,360	7.65%	\$35,524	
Retirement (14%)	\$464,360	14%	\$65,010	
Workmen's Compensation (1.47%)	\$464,360	1.47%	\$6,826	
Health	10.5	\$4,400	\$46,200	
(2) Stipend personnel (7.65% + 14% + 1.47%)	\$298,225	23.12%	\$68,950	
<b>Subtotal/fringe</b>				<b>\$222,510</b>

**Purchased Services**

(1) External Provider - TBD \$108,000

*(60 days of on site technical assistance with an estimated 20 days for literacy/20 days for math/20 days for science @ \$1,800 per day)*

(2) School Climate/School Culture Consultant

*(10 days on site technical assistance @ \$1,650 = \$16,500 plus travel for three trips: \$450 airfare + 3 nights hotel @ \$125 per night = \$825 per trip x 3 trips = \$2,475*

\$18,975

(3) Student transportation for Early Start Program

**Number**

**Rate**

**Total**

*(Student transportation for 9th grade early start program; 4 buses x 5 days x \$125/per bus)*

4

\$625

\$2,500

(5) Student transportation for college site visits and enrichment/cultural/incentive activities

*(Student transportation: Field trip rate: \$450 per trip using commercial bus x 8 trips; Note: commercial buses are needed due to restricted access to district buses. District buses will be used whenever feasible.)*

8

\$450

\$3,600

(6) Travel expenses to AVID summer conference

*(4 participants @ \$1,100 per person for lodging, travel and food)*

4

\$1,100

\$4,400

(7) Executive Coaching

*(Stipends for executive coach @ \$60/per hour x 9 months x 3 hours per month)*

27

\$60

\$1,620

(8) National Board for Professional Teaching Standards Partnership fees: 5 teacher candidates @ \$2,500 per candidate

5

\$2,500

\$12,500

**Subtotal/purchased services**

**\$151,595**

## Equipment

(1) Project Lead the Way: (Computer lab additions per engineering specifications; computer software required for PLTW courses. No charge for the PLTW curriculum.)			\$50,000
(2) 100 laptops	100	\$1,250	\$125,000
(3) Four laptop security carts	4	\$4,000	\$16,000
(4) Wireless printers for laptop and iPad carts	8	\$300	\$2,400
(5) 200 iPads with shock proof cover	200	\$525	\$105,000
(6) Four iPad security carts	4	\$2,500	\$10,000
(7) Video Communication Unit for video conferencing/distance learning/virtual field trips	1	\$6,000	\$6,000

## Subtotal/Equipment

**\$314,400**

## Materials and Supplies

Student incentives for improved attendance/grades/discipline

*( 800 students x \$8/per student x 2 events or activities to reward increased academics/increased attendance/decreased discipline; incentives would have an educational, cultural or enrichment focus)*

Literacy materials

800	\$16	\$12,800
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*(Literacy materials to support school wide literacy across the curriculum and leveled readers for SPED classes)*

800	\$20	\$16,000
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(800 x \$20 per student)

Math manipulatives; graphing calculators and other hands on math materials and supplies

800	\$20	\$16,000
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(800 students x \$20 per student)			
Advanced Placement Materials and supplies			
<i>(\$750 per class x 10 classes)</i>	10	\$750	\$7,500
Materials and supplies for 9th grade academy; 10th grade academy; theme based academies: multimedia/engineering/banking finance to support academy functions	5	\$2,000	\$10,000
Science materials and supplies			
<i>(800 students x \$25 per student)</i>	800	\$25	\$20,000
Program supplies and office supplies for SIG staff	9	\$500	\$4,500
<i>(9 staff members x \$500 per person )</i>			
Parent/family sessions; informational brochures; supplies and child care for parent meetings			
<i>(6 sessions x \$400 per session)</i>	6	\$400	\$2,400
Twilight School materials and supplies			\$2,000
Academic materials and supplies for interventionists including progress monitoring tools			\$5,000
National Board for Professional Teaching Retreat and supplies			\$750
Subtotal/supplies			<b>\$96,950</b>
<b>Total</b>			<b>\$1,548,040</b>

**Little Rock School District**  
**School Improvement Grant 1003 (g)**  
**McClellan High School**      **Year 3   2014- 2015**

<u>Category</u>	<u>FTE</u>	<u>Salary</u>	<u>Total</u>
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## Employee Salaries

### A. Personnel

(1) Graduation Coach	1	\$64,896	\$64,896
(2) Academic Intervention Specialist	4	\$45,427	\$181,708
(3) Parent/Community Liaison	1	\$27,040	\$27,040
(4) Attendance/Truancy Officer	1	\$32,448	\$32,448
(5) Out of school suspension classroom	1	\$45,427	\$45,427
(6) Youth Specialist	1	\$59,488	\$59,488
(7) Turnaround Monitoring Specialist (25% - cost shared by three school sites)	0.25	\$70,304	\$17,576
(8) Twilight School Teachers	0.75	\$45,427	\$34,070
(9) Twilight School Instructional Aide	0.75	\$27,040	\$20,280

### Subtotal/salaries

**\$482,933**

	Number	Rate	Total
B. Teacher stipends/compensations			
(1) 9th grade Early Start Program: Formal school years begins 5 days early for 9th graders. Teachers return five days early for planning, training and preparation. Teacher daily rate of pay - estimating \$280 as average daily rate of pay (15 tchrs. X \$280/per day x 10 days)	15	\$2,800	\$42,000
(2) Saturday School: 15 three-hour sessions (7 tchrs. X 15 sessions x 3 hrs. x \$25/per hour)	7	\$1,125	\$7,875
(3) After school tutoring (6 tchrs. X 100 sessions x 2 hrs. x \$25/per hour)	6	\$5,000	\$30,000

(4) Intensive off contract professional development time such as after school, summer, Saturday professional development sessions (30 tchrs. X 15 hours x \$25)	30	\$375	\$11,250	
(5) All staff (certified and non-certified) excellent attendance incentive  (\$200 per nine week period x 4 nine week periods x 136 staff + \$200 award for perfect annual attendance. To qualify for the incentive program staff member must have perfect attendance but is allowed one sick or personal day per 9-week period.)	136	\$1,000	\$136,000	
(6) Summer Seminars for topics such as Content Knowledge/Common Core/Academies/differentiated instruction (25 hours x 25 teachers x \$25/per hour)	25	\$625	\$15,625	
(7) Before school tutoring and library hour (1 teachers x 125 days x \$25/per hour)	1	\$3,125	\$3,125	
(8) Teachers for summer program for students (24 days x 6 teachers x 4 hours per day x \$25/hr.)	6	\$2,400	\$14,400	
(9) One National Board Certified Teachers program facilitator and 1 trainers: 21 three -hour meetings @ \$25 per hour	2	\$1,575	\$3,150	
<b>Subtotal/stipends</b>				<b>\$263,425</b>
<b>Fringe</b>	<b>Base</b>	<b>Rate</b>	<b>Total</b>	
(1) Full time personnel				
FICA (7.65%)	\$482,933	7.65%	\$36,944	
Retirement (14%)	\$482,933	14%	\$67,611	
Workmen's Compensation (1.47%)	\$482,933	1.47%	\$7,099	
Health	10.5	\$4,400	\$46,200	
(2) Stipend personnel (7.65% + 14% + 1.47%)	\$263,425	23.12%	\$60,904	
<b>Subtotal/fringe</b>				<b>\$218,758</b>



**Purchased Services**

(1) External Provider - TBD \$54,000

*(30 days of on site technical assistance with an estimated 10 days for literacy/10 days for math/10 days for science @ \$1,800 per day)*

(3) Student transportation for Early Start Program

**Number****Rate****Total**

*(Student transportation for 9th grade early start program; 4 buses x 5 days x \$125/per bus)*

4

\$625

\$2,500

(5) Student transportation for college site visits and enrichment/cultural/incentive activities

*(Student transportation: Field trip rate: \$450 per trip using commercial bus x 8 trips; Note: Commerical buses are needed due to restricted access to district buses. District buses will be used whenever feasible.)*

8

\$450

\$3,600

(6) Travel expenses to AVID summer conference

*(4 participants @ \$1,100 per person for lodging, travel and food)*

4

\$1,100

\$4,400

(7) Executive Coaching

*(Stipends for executive coach @ \$60/per hour x 9 months x 3 hours per month)*

27

\$60

\$1,620

(8) National Board for Professional Teaching Standards Partnership fees: 5 teacher candidates @ \$2,500 per candidate

5

\$2,500

\$12,500

**Subtotal/purchased services****\$78,620****Equipment****Materials and Supplies**

Student incentives for improved attendance/grades/discipline

( 800 students x \$5/per student x 2 events or activities to reward increased academics/increased attendance/decreased discipline; incentives would have an educational, cultural or enrichment focus)	800	\$10	\$8,000	
Literacy materials				
(Literacy materials to support school wide literacy across the curriculum and leveled readers for SPED classes)	800	\$10	\$8,000	
(800 x \$10 per student)				
Math manipulatives; graphing calculators and other hands on math materials and supplies	800	\$10	\$8,000	
(800 students x \$10 per student)				
Advanced Placement Materials and supplies				
(\$250 per class x 10 classes)	10	\$100	\$1,000	
Materials and supplies for 9th grade academy;10th grade academy; theme based academies: multimedia/engineering/banking finance to support academy functions	5	\$250	\$1,250	
Science materials and supplies				
(800 students x \$10 per student)	800	\$10	\$8,000	
Program supplies and office supplies for SIG staff	9	\$200	\$1,800	
(9 staff members x \$200 per person )				
Parent/family sessions; informational brochures; supplies and child care for parent meetings				
(6 sessions x \$400 per session)	6	\$400	\$2,400	
Twilight School materials and supplies			\$250	
National Board for Professional Teaching Retreat and supplies			\$750	
Subtotal/supplies				\$39,450
<b>Total</b>				<b>\$1,083,186</b>



## D. ASSURANCES

### STATEMENT OF ASSURANCES

#### *SCHOOL IMPROVEMENT GRANT FUNDS - TITLE I, PART 1 SECTION 1003(g)*

By the signature of the Superintendent of Little Rock School District,  
the LEA assures that it will –

1. Use its School Improvement Grant to implement fully and effectively an intervention in a Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of the grant;
  2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that receives with school improvement funds, and establish goals (approved by the SEA) that are accountable to its Tier III schools that receive school improvement funds;
  3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements of the grant;
  4. Report to the SEA the school-level data required under section III of the final requirements of the grant.
- Applicants receiving funding under the School Improvement Grant program must report to the SEA the following school-level data:

1. Number of minutes within the school year;
2. Student participation rate on State assessments in reading/language arts and mathematics, by student subgroup;
3. Dropout rate;
4. Student attendance rate;
5. Number and percentage of students completing advanced coursework (e.g., early-college high schools, or dual enrollment classes);
6. Discipline incidents,
7. Truants,
8. Distribution of teachers by performance level on an LEA's teacher evaluation system;
9. Teacher attendance rate.

This data must be collected and reported at least annually. Data in items 2 through 7 must be disaggregated to the student subgroup level for each school within an LEA, with results for schools receiving School Improvement Funds reported in contrast to results for each other school within the LEA. Data for item 1 must be disaggregated to the grade level for each school within the LEA and reported in contrast to results for each other school within the LEA. Data for items 8 and 9 must be disaggregated to the individual teacher level for all teachers in schools receiving School Improvement Grant funds and reported in contrast to results for each other school within the LEA.

Superintendent's Signature

Date

Superintendent's Printed Name

## SECTION E:

**E. WAIVERS:** If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

Applicants must indicate which, if any, of the waivers below it intends to implement.

☒ To allow the State to extend the period of availability of FY 2010 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2015.

☒ The State is requesting to permit LEA's to allow their Tier I and Tier II, Title I participating schools, that will fully implement a turnaround or restart model beginning in the 2012-2013 school year to "start over" in the school improvement timeline. The school must request this waiver in the application for the School Improvement Grant.

**Note:** If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

LEA Application Checklist  
( Copy and complete a separate checklist for each school applying.)

School Name: McClellan Magnet High School

LEA #: 6001064

SECTION A, Part 1                      General Information  
☐      LEA Contact Information and Certification

SECTION A, Part 2                      Schools to be Served  
☐      Selection of Identified Schools  
  
☐      Identification of Intervention Models

SECTION B, PART 1                      Needs Assessment  
☐      Develop a Profile of the School's Context  
  
\_\_\_\_\_      Develop a Profile of the School's Performance

SECTION B, PART 2      LEA Capacities  
☐      Selecting the Intervention Model and Partners for a Low-Achieving School  
  
☐      Develop Profiles of Available Partners  
  
☐      Determine Best-Fit Model and Partners  
  
☐      Define Roles and Develop Contracts  
  
☐      Forge Working Relationships  
  
☐      Intervention Model Needs Assessment Review Committee

SECTION B, PART 3  
☐      Annual Goals

SECTION B, PART 4  
☐      Proposed Activities

SECTION B, PART 5  
☐      Timeline

SECTION B, PART 6

☐ LEA Consultation

SECTION C

☐ Budget

SECTION D

☐ Assurances

SECTION E

☐ Waivers

ATTACHMENTS (scanned or mailed):

- ☐ Signature Page (page 2 in the application is to be mailed)
- ☐ School Board Minutes Showing Approval of SIG 1003(g) Application
- ☐ Principal's Professional Growth Plan

## Additional Resources

The following is a series of resources, which might be accessed to support writing for ARRA SIG funds.

<http://www2.ed.gov/programs/sif/faq.html>

<http://www.centerii.org>.

<http://www.centeroninstruction.org>

[http://www.cep-dc.org/index.cfm?fuseaction=document\\_ext.showDocumentByID](http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID) <[http://www.cep-dc.org/index.cfm?fuseaction=document\\_ext.showDocumentByID&nodeID=1&DocumentID=300](http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300)>

[http://www.cep-dc.org/index.cfm?fuseaction=document\\_ext.showDocumentByID&nodeID=1&DocumentID=300](http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300)>

## Reading Research Links

National Reading Panel

Publications

<http://www.nationalreadingpanel.org/Publications/publications.htm>

Center on Instruction

[http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade\\_start=&grade\\_end](http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end)

Learning Point Associates

Focus on Adolescent Literacy instruction

<http://www.learningpt.org/literacy/adolescent/instruction.php>

International Reading Association

Adolescent Literacy focus

[http://www.reading.org/resources/issues/focus\\_adolescent.html](http://www.reading.org/resources/issues/focus_adolescent.html)

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

<http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdolLitResearchBrief.pdf>



The Leader in Me by Stephen R. Covey  
How Schools and Parents Around the World Are Inspiring Greatness, One Child at a Time  
[www.TheLeaderinMeBook.com](http://www.TheLeaderinMeBook.com)

Council of Chief State School Officers  
Adolescent Literacy toolkit available at  
[http://www.ccsso.org/projects/secondary\\_school\\_redesign/Adolescent\\_Literacy\\_Toolkit/](http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/)  
  
Content Area Literacy Guide available at  
[http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE\\_FINAL.pdf](http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE_FINAL.pdf)

Appalachia Regional Comprehensive Center (ARCC)  
Adolescent Literacy toolkit available at  
<http://www.arcc.edvantia.org/resources.php?toolkit=63>

The National Center for Education Evaluation and Regional Assistance  
Improving Adolescent Literacy: Effective Classrooms and Intervention Practices available at  
[http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit\\_pg\\_082608.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf)

Literacy Issues in Secondary Education: An Annotated Bibliography compiled by Donna Alvermann, University of Georgia, available at  
<http://www.tcdsb.org/library/Professional%20Library/AnBiblioProf.html>